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ABSTRACT

Intended for teachers of severely handicapped students, the volume provides suggestions on systematic instruction based on individual assessment and curriculum development with sample detailed instructional sequences included. Explained in introductory chapters are the need for systematic instruction of the severely handicapped, major components of the individualization of instruction, and informal methods of assessment. The development of instructional materials and the instructional sequence format are considered in the section on curriculum development. The major portion of the document presents over 50 field tested instructional sequences ordered according to task and material. A chart is provided to help the reader locate specific sequences, with tasks such as matching, sorting, and recognizing; paired with materials such as objects, colors, and numbers. Each sequence is accompanied by a cover sheet listing the instructional objective, statement of need/relation to long range goal, prerequisite skills, materials required, means of initial assessment, reward/reward schedule, sequence and phase criteria, and maintenance activities. Some sample sequences are: motor imitation, simple picture match, color match, puzzle assembly, number recognition, object identification, and tactile discrimination of objects. Appended are a list of specific teacher competencies, guidelines for using the Area Learning Resource Centers network, and a list of component alternatives. (IM)

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ABSTRACTED-CEC ERIC

SYSTEMATIC INSTRUCTION OF THE SEVERELY HANDICAPPED

TEACHING SEQUENCES

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PREFACE

The basis for a democratic government is the equality of all individuals regardless of their ability or disability. Fundamental to that principle is the requirement that the educational system be prepared to recognize and react to individual differences. Providing equal educational opportunity requires an educational system that has the flexibility to respond to individual capabilities and learning styles. An educational system operating in such a manner maximizes each person's options in regard to career and life style. Traditionally, children requiring special education services have completed their formal education without acquiring the basic skills necessary for self-determined participation in the career/life alternatives available to others in our society.

Despite the wide range of needs and learning styles displayed by these "exceptional" children, the educational system in which they have found themselves has been deficient either in the variety, intensity, content or technique. In order to provide all children with an equal educational opportunity, the public schools must reposture themselves to accommodate the differences in children. The severity of those differences should in no way interfere with the delivery of the necessary services.

Severely Handicapped

Severely Handicapped learners often have significantly different service needs from most other learners. These needs frequently make it impossible to clearly separate educational activities from other life activities; for the severely handicapped more than for any other population "education is not preparation for life; education is life itself". Despite these needs the Bureau for the Education

of the Handicapped (BEH 1973), has estimated that more than two thirds (1.5 million) of this nation's severely handicapped children are receiving no services.

Education of Severely Handicapped

Historically, efforts to educate and train the severely handicapped have been limited to state institutions, administered by Mental Health Departments using a medically oriented custodial model. Despite the substantial growth in educational services for the mildly and moderately handicapped in the last decade, despite recent legal decisions requiring that every child receive an education (Gilhool 1973), and despite special education legislation (Lippman and Goldberg 1973). little progress has been made in the development of instructional programs for the severely handicapped (Guskin and Spicker 1968, Burton 1974).

Efforts to evaluate the effectiveness of existing programs have been greatly hindered by the dearth of appropriate measurement tools, poorly defined objectives and subtle learner improvements. Unfortunately, the research that exists indicates that programs for the severely handicapped generally do not bring about significant behavioral changes (D'Amelio, 1971). Usually these programs have not provided innovative curriculum materials nor creative teaching procedures (Guskin and Spicker 1968, Dayan 1973).

Likewise, experience has demonstrated that "watered down" regular education curricula, instructional procedures and evaluation devices do not meet the needs of these learners.

Successful efforts to assist severely handicapped learners acquire new skills have often been based on systematic instructional procedures flexible to the individual's needs and abilities. The wide range of skill deficits, learning styles, and acquistion rates displayed by these learners require individualized

instruction programs which incorporate basic learning principles, techniques of behavior management, task analysis, developmental programming and continuous feedback.

This document is intended to provide teachers with specific suggestions on how to implement those systematic classroom instructional procedures designed to assist severely handicapped learners. This first volume provides suggestions on assessment and instructional sequence development (including over fifty field tested instructional sequences). A second volume describes procedures relating to classroom organization: arrangement of the environment, group instruction, parent training, data collection and behavior management.

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INTRODUCTION

Competencies to be Developed

The primary purpose of this document is to assist teachers in developing those competencies necessary to establish a systematic instruction classroom designed to meet the needs of moderately and severely handicapped learners. The competencies (see Appendix A for a complete list) concentrated on are those related to pre-academic/academic classroom skills; activities of daily living, motor and vocational competencies are only peripherally mentioned. The system and operations described are facilitating tools; they do not tell what to teach or how to teach; they simply provide a way of finding the answers to those questions.

To establish a systematic learning environment the teacher must be able to develop instructional procedures appropriate to specific learner needs across various training situations. Once such procedures are established the teacher must be capable of making those day to day instructional modifications necessary to keep instruction compatible with learner needs. In accomplishing this teachers must be able to:

1. Identify procedures for determining individually appropriate instructional objectives that will be used as the basis for instruction.
2. Adopt, adapt or develop instructional procedures appropriate to learning characteristics and objectives of each learner.

3. Establish and monitor a data collection/ analysis system that will provide the information necessary for making decisions about changes in instruction.

Background Information

The procedures found in this document are based primarily on work conducted at the Walter E. Fernald State School in Waltham, Massachusetts and the Eric Lindemann Mental Health Center in Boston, Massachusetts. The strategies and tactics developed at these sites (Barrett and McCormack, 1973, Bureau for the Education of the Handicapped, 1971, Linn 1971, McCormack 1976) resulted from the combined efforts of professionals, paraprofessionals and parents to create and implement training programs for over seventy-five moderately and severely handicapped children and young adults.

SYSTEMATIC INSTRUCTION OF THE SEVERELY HANDICAPPED

Education generally attempts to fit everyone into the same learning model and thus the resulting instructional tactics are usually not responsive to individual differences. The gardener who expects that the same amount of sun and water presented in the same way at the same time will maximize the growth of all plants invites failure. In the same way, an educational system that attempts to treat all children as if they all have the same needs at the same time is doomed in its attempt to educate all children.

Massachusetts' Special Education Law, Chapter 766, requires an individualized educational planning process for all learners with special needs. This individualized approach also requires the adoption of instructional procedures that meet each child's learning style. The learner must be permitted to proceed at his own rate and with materials appropriate to his learning strengths. To accomplish this,instruction must not only start where the learner is (behaviorally speaking), but it must also be flexible enough to adapt to meet the learner's changing needs as he progresses. This flexibility often requires a systematic monitoring of instruction.

The effective teacher has always been cognizant of learning characteristics and has established environments that allow for optimum growth by taking advantage of individual differences. Since teachers generally know the most about the needs of learners, it is essential that they participate in the development of in-

structional strategies and procedures. This is especially true in regard to the moderately and severely handicapped where the lack of appropriate commercial materials has often made instructional development a do-it-yourself affair. Achieving this active participation in materials development requires a change in the teacher's role from that of a practitioner of teaching to a manager of learning (Thiagarajan, 1972; Jenkins, Mayhall, Peschk and Jenkins, 1972). This shift in emphasis is necessary to meet the growing demands for individualization and educational accountability.

Systematic instruction's basic hypothesis is that any task can be taught effectively to any learner given enough time and access to instructional alternatives. It is a bold hypothesis but an essential one in thinking about the nature of a curriculum for the severely handicapped. No evidence exists to contradict it; considerable evidence is being amassed to support it. Systematic instruction tends to concentrate on the development of instructional prodecures because they are more malleable than people; they can be changed and changed again at a small loss; once perfected they can be reproduced and distributed anywhere and any time in whatever quantities are required (Barrett, 1971).

THE INDIVIDUALIZATION OF INSTRUCTION

Although initially time consuming and costly it is both feasible and necessary to design and implement a curriculum which is sensitive to the individual needs of severely handicapped learners. Fundamental to such an undertaking is an understanding that individualizing instruction is not a one-time activity but rather it requires an ongoing commitment.

Providing individually appropriate instruction requires the teacher to constantly monitor learner skill acquisition in order to make performance based instructional modifications. Peck and Tucker (1971) have described a series of conditions required for developing effective instructional procedures. Their system includes a precise specification of skills to be learned, carefully planned training sessions, feedback, and a recycling of the learner through modified instructional situations until the instructional criteria is achieved. The four major components are:

1. Specific Objectives: Initially, the teacher must determine what skills the learner should acquire and state them as performance objectives (Mager, 1962, Vargas, 1972). Since school records often only provide results of standardized tests (Hammill, 1971) which do not specify objectives the teacher must carry out informal assessments to obtain necessary information.

2. Statement of Instructional Sequence Inputs: After the objectives are determined, the teacher must decide how they are to be achieved. For each objective there are hundreds of possible approaches, all equally valid until one (or more) is proven empirically superior.

Initially the teacher must break the objective into sequential steps/phases through a process of task analysis. By making each successive phase small the frequency of reinforcement can be raised to a maximum while possible aversive consequences of being wrong are reduced to a minimum (Skinner, 1968).

After completing the task analysis, the teacher must determine the instructional procedure that will best assist the learner to acquire the designated skill. The resulting instructional sequence is a series of learning situations conducted in order to bring about a specific change in the learner's behavior repertoire. The teacher should record the instructional sequence so that it can be followed correctly by those teaching it and so it can be accurately evaluated.

3. Systematic Information Collection: The teacher must monitor learner progress so that "up to the minute" information is available for making instructional decisions.

   Since the teacher working with a non-homogeneous learner group will usually find it impossible to remember all the potentially significant variables presented in each training session, student behavior should be recorded on standardized forms which allow for the entering of stimulus and response variables. The data form must be complete enough so it can be used for recording events occurring in the specific learning situation (the events recorded being those variables which are suspected of having the greatest effect on the learner's skill acquisition).

4. Analysis of Input/Output Interactions and Appropriate Sequence Revisions: An emphasis on individual behavior and individualized programming requires a system for organizing what could otherwise be an unfathomable accumulation of learner data. Although data is essential for learner and procedural comparisons, its usefulness depends on a system of rapid data analysis and feedback plus ready retrieval of data for cumulative analysis.

   The analysis should provide the teacher with the information needed to make instructional modifications; modifications that clarify, convert, isolate, rearrange reorganize or add to existing elements of instruction. Instructional feedback points up the effectiveness of instruction, with which children it was successful and which objectives were attained. Instructional feedback not only allows for more effective instruction of individual learners, but also provides for a more efficient development of instructional sequences.

These components provide the outline for a potential classroom instructional system; however, they become functional only when they are integrated into a classroom model designed to provide individually appropriate instruction. The model must also provide for whole child planning, service delivery at the lowest possible level of professional sophistication and the development of a classroom milieu in which teachers and students alike are encouraged to experiment and grow.

Instructional Assessment

For many years, the traditional assessment device used in special education has been the standardized intelligence test. The IQ test, as well as most other formal assessment instruments, has usually served to determine a categorical group label; e.g., mentally retarded, emotionally disturbed, etc., and historically special class placement has followed based on label, not individual needs. As a result the learner was often expected to fit into a set classroom instructional process regardless of individual needs (incredibly, the inability to adapt the whole class instruction was usually the reason for the learner's initial referral for special services).

Aside from being misused to label children, the standardized test has not provided the teacher with the type of detailed information necessary to develop meaningful educational objectives (Hammill, 1971, Barnes, 1973, Mercer, 1973). Therefore, it has generally been necessary for teachers to develop their own informal assess-

ment procedures in order to determine a learner's level of performance.

Recently, under pressure from courts and parents, state and federal legislators have acted to eliminate the irregularities of such arbitrary assessment. Generally, laws have been enacted that require the delivery of educational services based on educational plans that specify precise behavioral outcomes. Such an educational plan can only be developed after an assessment of the learner's level of functioning and the detailing of the learner's strengths and weaknesses.

Over the last three years, Massachusetts has developed a comprehensive model for the assessment of special needs learners. To insure that meaningful educational opportunities are provided for all children with special needs, Massachusetts' Special Education Law, Chapter 766, requires an intensive evaluation of the referred student's educational needs (Federal Law 94-142 establishes basically the same requirements.) Specifically, the law establishes minimum standards for educational assessment procedures and placement decisions. The assessment process consists of two elements: first, a series of detailed assessments to identify the learner's educational needs and second, a planning process to develop a prescriptive educational plan that meets those needs.

In the belief that a multi-discipline approach provides the most effective means of determining educational needs, Chapter 766 requires that educational assessments be made by an evaluation

team. The Core Evaluation Team (CET) is staffed so that it can perform a complete assessment and develop an individualized educational plan. The CET's assessment and planning process takes into account medical, intellectual, social, emotional and educational aspects of the learner's development. To obtain this essential information, a series of assessments are conducted by various CET members. From the information collected, the CET must develop an individually appropriate educational plan with specific objectives. The entire effort is designed to shift the emphasis in educational planning from the categorical group to the individual learner.

INFORMAL ASSESSMENT

Special education teachers often encounter hostile supervisors and parents who expect individualized instructional programs based on records that seldom provide sufficient information from which to determine individually appropriate objectives. Usually the teacher receives little more than the non-specific results of standardized tests or a statement of general goals. However, educational plans with specific objectives require assessments that specify a learner's level of functioning in clear, concise and complete statements. In order to gather the information necessary to determine appropriate objectives, the teacher has had to conduct informal assessments.

There are a number of informal assessment devices that have been developed for use with severely handicapped learners. Generally these devices, developed by federally supported projects, take the form of behavioral checklists. One of the most comprehensive is the Educational Evaluation and Planning Package, developed by the Massachusetts Center for Program Development and Evaluation. This device provides the teacher with a screening device, performance statements and a next step suggestions in each of the skill areas covered: activities of daily living, motor development, language development, mathematics and social learning skills.

Often, however, it is necessary for a teacher to develop an assessment device that meets a specific need. An informal assessment

device can be developed by the teacher by following a six step process:

1. List general class objectives.
2. Break each objective into primary elements.
3. Construct a classroom objectives matrix.
4. Develop assessment items.
5. Write out assessment procedures.
6. Design the data sheet.

Developing an Informal Assessment Device

1. List general class objectives: It is possible to establish the extremes of the class objectives by indicating the skills on which the least competent learners are working and then projecting what skills the most advanced learners will be working at at the end of the designated planning period (three months, year, etc.).

2. Break each objective into primary elements: Once these six or seven objectives are listed, it is necessary to break each of them into two elements: a) the specific skill (naming, matching, sorting, etc.) required; b) the materials used to display the skill (objects, pictures, words, letters). Figure 1 shows the breakdown on five sample objectives:

SKILL	MATERIAL
1. point to	a colored card
2. match (imitate)	a teacher's motor movements
3. name	printed numbers 1-10
4. answer questions	one word responses (from memory)
5. associate	a printed word with a picture

Figure 1. Break down of sample objectives.

3. Construct a classroom objectives matrix: After breaking each objective into skill and material elements, it is possible to use the Prototype Objectives Matrix (Figure 2) to establish an an Objectives Matrix for the specific classroom. This is accomplished by marking those cells of the Prototype Objectives Matrix representing the intersection of objective skill and material elements (Figure 2, shaded cells). The cells bordered by the horizontal and vertical extensions from these shaded cells (xxx lines in Figure 2) are those that have to be covered in this classroom's assessment device.

4. Develop assessment items: Next it is necessary to develop an item or items to assess each indicated cell. Since selecting representative items can be extremely difficult, whenever possible the assessment should include all tasks covered by that cell. For example, in the cell "recognize nine colors", it is possible to either randomly select four or five colors to ask the learner

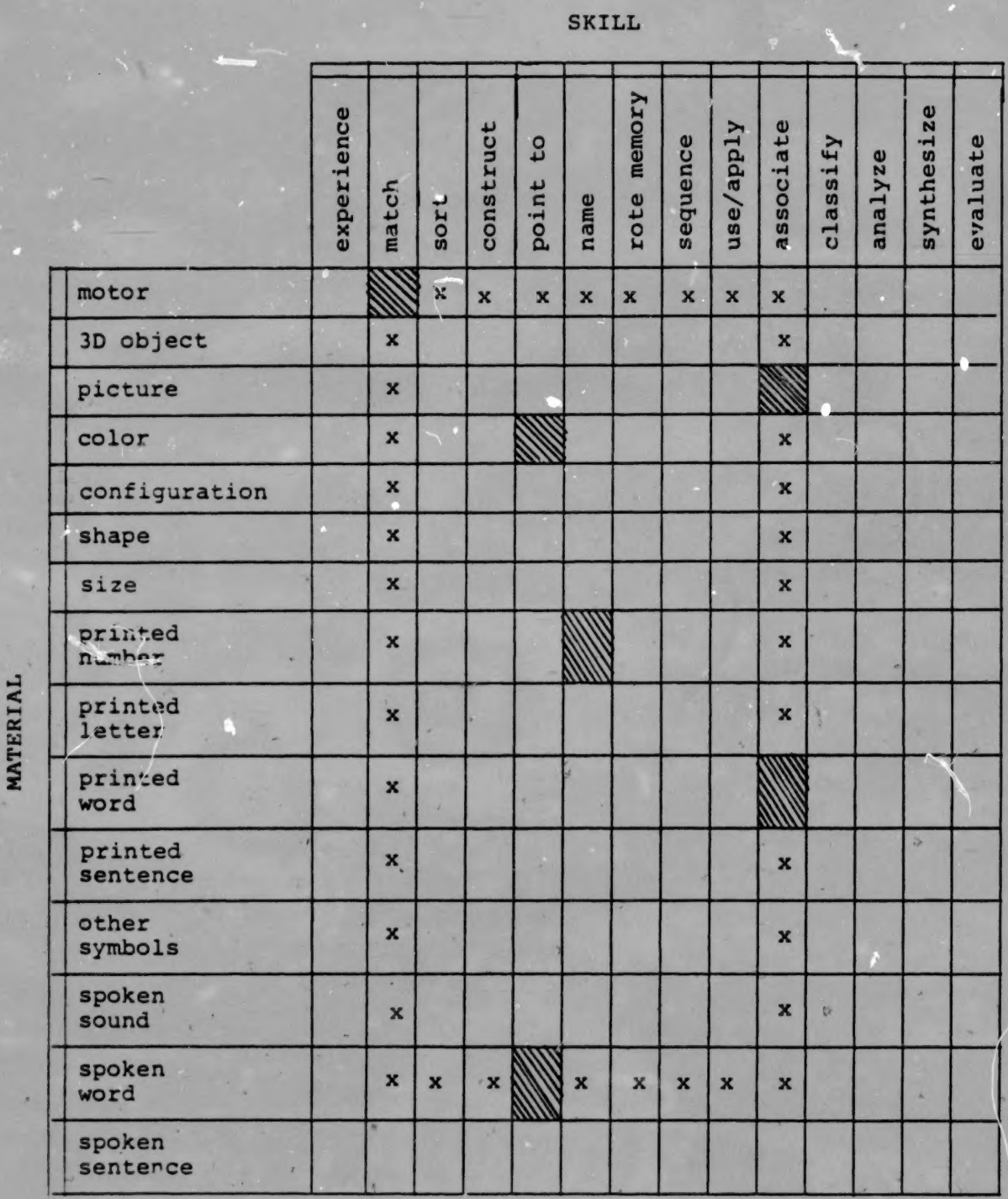


Figure 2. Prototype objectives matrix.

to recognize or to use complete representation (all nine colors). The major constraint on using a complete representation is that it requires more time to conduct the assessment.

5. Write out assessment procedures: Since most teachers do not have photographic memories, it is advisable to record the assessment procedures that have been selected. This will also help assure that the assessment is consistent from learner to learner. A record is also helpful if the teacher wants to use the assessment device to evaluate learner skill acquisition and/or skill generalization.

When writing out assessment procedures, it is useful to develop a standard recording format because it facilitates checking performance both across students and over time with one student. Figure 3 shows how it is possible to record assessment procedures on a five category chart.

6. Designing a data sheet: The teacher should always keep a written record of assessment results which can later be analyzed in order to determine appropriate objectives. This record can also be used as an indicator of learner progress, e.g., the comparison of the initial assessment with a latter assessment will indicate learner skill acquisition.

In designing the data two items are required: a) what the student was asked to do, and b) whether or not it was done. If desired, the teacher may also provide space for recording

Item	Cell Name	Materials	How Materials are Arranged	What You Do and Say	What is the Correct Response	How Do You Score Items
1.	color recognition	nine 2x2 colored squares: blue, brown, red, yellow, green, orange purple, black, white	put all nine cards out before the student	"point to yellow (red, green, etc)"	point to, touch or pick up color requested	mark data sheet for correct response only
2.	number identification	#1-10 printed in black on white 4x4 cards	one card is held up at a time	"what number is this?"	says appropriate number	as above
3.	answer questions	card listing questions (see card 1)	does not apply	ask questions "what is your name," etc.	answer question appropriately, acceptable answers should be listed on question card	correct response, incorrect response, no response, mark appropriate

Figure 3. Assessment procedure recording format.

additional information such as time required to complete an item or specific nature of errors (asked to "point to red" - points to blue).

Often only one reponse blank, which is marked when the learner makes a correct response, is necessary. However, it may be useful to provide three blanks for correct response, incorrect response and no response alternatives. In the sample, data sheet (Figure 4) this option is used for the "questions" and "tasks" items where there may be particular interest in the "no response" alternative.

Conducting the Assessment

Once the assessment device is developed, the teacher is ready to conduct the assessment. Since this is an informal assessment, not one designed to meet the standardized test specifications, the formal controls associated with most standardized tests need not apply. It also is not an endurance test; if the learner (or the teacher) becomes tired, the assessment may be suspended; if necessary the session may be terminated and completed the next day. If it appears that the learner is having an "off day", the assessment can be terminated and started all over some other day.

During the actual assessment, the learner should receive praise for all responses; in addition, the teacher can use whatever

INFORMAL TEACHER CONSTRUCTED ASSESSMENT TOOL

learner: _____ teacher: _____

date: _____ location: _____

1.0 MOTOR IMITATION	CR	$\overline{CR}$	$\overline{R}$
1.1 tap table	0	0	0
1.2 tap head	0	0	0
1.3 raise hand	0	0	0
1.4 clap hands	0	0	0
1.5 stand up	0	0	0

2.0 OBJECTS	2.1 (MATCH)	2.2 (SORT)	2.3 (RECOG.)	2.4 (IDENT.)
shoe	0	0	0	0
glass	0	0	0	0
hat	0	0	0	0
tooth-brush	0	0	0	0
dish	0	0	0	0
spoon	0	0	0	0
crayon	0	0	0	0
towel	0	0	0	0
soap	0	0	0	0
comb	0	0	0	0

2.5 Questions	CR	$\overline{CR}$	$\overline{R}$
which do you color with	0	0	0
which do you wear on your head	0	0	0
what do you do with this(hat)	0	0	0
what do you do with this(glass)	0	0	0

3.0 PICTURES	3.1	3.2	3.3	3.4
shoe	0	0	0	0
apple	0	0	0	0
hat	0	0	0	0
airplane	0	0	0	0
comb	0	0	0	0
car	0	0	0	0
hat	0	0	0	0
dog	0	0	0	0
crayon	0	0	0	0
ball	0	0	0	0

3.5 Questions	CR	$\overline{CR}$	$\overline{R}$
which do you eat with	0	0	0
which do you wear on your feet	0	0	0
what do you do with this(comb)	0	0	0
what do you do with this(crayon)	0	0	0

4.0 COLORS	4.1	4.2	4.3	4.4
red	0	0	0	0
blue	0	0	0	0
green	0	0	0	0
brown	0	0	0	0
black	0	0	0	0
orange	0	0	0	0
purple	0	0	0	0
white	0	0	0	0
yellow	0	0	0	0

4.5 Questions	CR	$\overline{CR}$	$\overline{R}$
which is the red crayon	0	0	0
which is the blue button	0	0	0
what color is your shirt/dress	0	0	0
what color is my hair	0	0	0

5.0 SHAPES	5.1	5.2	5.3	5.4
circle	0	0	0	0
square	0	0	0	0
triangle	0	0	0	0
star	0	0	0	0
diamond	0	0	0	0

5.5 Questions	CR	$\overline{CR}$	$\overline{R}$
which is the square box	0	0	0
which ashtray is diamond shaped	0	0	0
what shape is this button(square)	0	0	0
what shape is this ball	0	0	0

Figure 4. Sample data sheet.

ITCAT pg 2

6.0 NUMBERS	6.1 MATCH	6.2 SORT	6.3 RECOG	6.4 IDENT
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
7	0	0	0	0
8	0	0	0	0
9	0	0	0	0
10	0	0	0	0

6.5 Tasks	CR	$\overline{CR}$	$\overline{R}$
what time is it(3:00)	0	0	0
what time is it(7:30)	0	0	0
count to ten	0	0	0
give me two crayons	0	0	0
give me 2 crayons & 3 pegs	0	0	0
what number comes after 2	0	0	0
what number comes before 5	0	0	0

7.0 LETTERS	7.1	7.2	7.3	7.4
A	0	0	0	0
B	0	0	0	0
C	0	0	0	0
X	0	0	0	0
W	0	0	0	0
S	0	0	0	0
Y	0	0	0	0
T	0	0	0	0
E	0	0	0	0
O	0	0	0	0

7.5 Tasks	CR	$\overline{CR}$	$\overline{R}$
spell your first name	0	0	0
spell your whole name	0	0	0
spell (the day)	0	0	0

8.0 WORDS	8.1	8.2	8.3	8.4
go	0	0	0	0
monday	0	0	0	0
hat	0	0	0	0
school	0	0	0	0
ice cream	0	0	0	0
red	0	0	0	0
school	0	0	0	0
open	0	0	0	0
star	0	0	0	0
is	0	0	0	0

8.5 Association	tree	apple	telepho
picture/word	0	0	0
word/picture	0	0	0

8.6 Sent. Reading	CR	$\overline{CR}$	$\overline{R}$
"Go to school"	0	0	0
"Today is Monday"	0	0	0

8.7 Sent. Comprehension	CR	$\overline{CR}$	$\overline{R}$
"Hold up the crayon"	0	0	0
"Put on the hat"	0	0	0

9.0 MONEY	9.1	9.2	9.3	9.4
penny	0	0	0	0
nickle	0	0	0	0
dime	0	0	0	0
quarter	0	0	0	0
dollar	0	0	0	0

9.5 Tasks		CR	$\overline{CR}$	$\overline{R}$
how many pennies in a nickle		0	0	0
which is more; penny or dime		0	0	0
give me eight cents		0	0	0
match the coin to the price tag	1¢	0	0	0
	5¢	0	0	0
	10¢	0	0	0
	25¢	0	0	0
	1$	0	0	0

10.0 VERBAL REQUESTS	CR	$\overline{CR}$	$\overline{R}$
stand up	0	0	0
put the block inside the box	0	0	0
what is your name	0	0	0
what day is today	0	0	0
what is the weather today	0	0	0

Figure 4. (cont.) Sample data sheet.

reward the learner usually receives for work (note the reward on the data sheet). The teacher should also make any additional comments on the data sheet that may later assist determining appropriate objectives.

Analysis of Results

After completing the assessment, it is helpful to summarize the data sheet information before attempting to determine instructional objectives. A simple summary sheet (Figure 5) can be constructed based on the Objectives Matrix. The number of responses used to assess a cell should be listed in that cell (Figure 6), for example, the "color match" cell is assessed by using all nine colors, i.e., nine responses. The number of responses should be tallied both horizontally and vertically and recorded in the "total" columns.

Next, the assessment results should be transcribed from the data sheet to the summary sheet by counting the number of correct responses for each cell and recording it on the summary sheet. Correct response totals should then be computed for each column and row (Figure 6).

Once the assessment results are transferred it is possible to visually scan the summary sheet to determine the skill areas requiring attention. Sometimes, however, a visual scan is not conclusive and a more systematic review process is required.

Learner _____ Teacher _____

Date _____ Location _____

MATERIAL \ SKILL	experience	match	sort	construct	point to	name	rote memory	sequence	use/apply	associate	classify	analyze	synthesize	evaluate	Total
motor															
3D object															
picture															
color															
configuration															
shape															
size															
printed number															
printed letter															
printed word															
printed sentence															
other symbols															
spoken sound															
spoken word															
spoken sentence															
Total															

Figure 5. Sample summary sheet.

Learner: Ann Marie Teacher: A. J. Chalmers

Date: 6 November, 1975 Location: BSTU

MATERIAL \ SKILL	experience	match	sort	construct	point to	name	rote memory	sequence	use/apply	associate	classify	analyze	synthesize	evaluate	Total	
motor									5/5						5/5	100
3D object		10/10	3/10		10/10	10/10			4/4						51/44	84
picture		10/10	4/10		10/10	10/10			4/4						38/44	88
color		4/9	6/9		9/10	9/9			4/4						37/40	92
configuration		5/5	2/5		5/5	5/5			4/4						21/24	87
shape		5/5	2/5		5/5	5/5			4/4						21/24	87
size		0/0	0/0		0/0	0/0			0/0							
printed number		10/10	2/10		8/10	8/10			6/7						37/47	72
printed letter		10/10	1/10		2/10	1/10			0/3						14/43	32
printed word		9/10	2/10		1/10	0/10				0/6					12/46	36
printed sentence									0/0						0/0	0
other symbols		5/5	1/5		0/5	0/5			0/8						6/28	21
spoken sound																
spoken word									0/5						0/5	0
spoken sentence																
Total		65/69	21/69		45/70	45/69			27/48	0/8					304/308	62
		98	30		65	62			58	0					62	

Figure 6. Completed summary sheet.

This process involves five steps:

1. Determine the percentage of correct responses for each column and row.
2. Identify correct response percentages over 80 and under 30.
3. Circle each cell with a correct response percentage over 90.
4. Check for systematic error patterns.
5. Determine target skills.

Although the correct percentage for each row and column (Figure 6) is only a general performance indicator, it can provide valuable, information in regard to general error trends. By identifying correct response percentages over 80 and under 30, it is possible to pinpoint performance extremes. Applying this process to the example (Figure 6), it is possible to make the following statements:

1. Cannot sort (30%).
2. Has difficulty working with letters (32%), words (24%) and currency (21%).
3. Has little difficulty with matching (98%).
4. Has little difficulty with colors (92%), objects (84%), pictures (86%) or shapes (86%).
5. Has no difficulty with motor imitation (100%).
6. Has considerable difficulty in responding to verbal requests (20%).

Since these general statements can sometimes be misleading, it's advisable to make a cell by cell performance check. This is accomplished by circling each cell with a correct response rate

over 90 percent (Figure 6). This circling process adds the following information to the analysis:

1. Sorting presents a problem across all materials.
2. Objects, pictures, colors and shapes present no problem except in the sort skill area.
3. Numbers present some difficulty.
4. Recognition is a definite problem with letters, words and currency.
5. Identification and questions are also definite problem areas across letter, words and currency.

When each cell is reviewed, unusually consistent results should be checked - in the example, eight of ten correct in number recognition and number identification. Such results often yield systematic error patterns, e.g., missed numbers "6" and "9" in both.

After completing this check, the teacher should have enough information to determine the skills that require instructional intervention. In the example there might be:

1. Sort colored cards (9 basic colors).
2. Recognize by pointing, touching or picking up numbers one through ten printed on flashbacks.
3. Recognize by pointing, touching or picking up lower case alphabet letters printed on flashcards.
4. Recognize by pointing, touching or picking up certain items or currency (dime, nickle, penny, quarter and dollar).
5. Verbally answer simple oral questions from a specific list of questions.

Writing Instructional Objectives

The specification of instructional objectives is the transformation of assessment results into statements of expected learner performance. Generally, the most helpful objective statements are those that indicate a terminal behavior. An objective that indicates a terminal behavior assists the teacher both in instruction and evaluation for it aids in establishing accountability, determining resource allocation and in designing instructional schedules.

Once the assessment indicates the general performance skills - matching pictures, sorting objects - on which the learner should concentrate it is necessary to detail the various components that make up an instructional objective. There are numerous formats recommended for use in writing instructional objectives (see Reference section) and the five component format outlined below should only be considered a sample.

1. Action: the objective's verb element.
2. Conditions: at what time and in what place will the behavior be exhibited.
3. Level of assistance: what kind of assistance will the teacher or the instructional material give.
4. Material to be acted upon: what object will be manipulated and what are its characteristics.
5. Criteria: how well and how quickly must the skill be performed.

Using these categories an objective would look similar to these examples:

Action	Conditions	Assistance	Material	Criteria
drink	during mealtime	without	5 inch water glass full of milk	without spilling

The learner will drink milk from a five inch water glass at mealtime wihout assistance and without spilling any milk.

The learner will take off appropriately (time, place, manner) without assistance two standard ankle socks within two minutes.

The learner will lift, on verbal request, his left foot at least one inch off the floor and hold it there for at least one minute while standing unsupported.

The learner will point to a specific colored card (red, blue, green, etc.) from a set of nine differently colored cards on verbal request, without assistance and get 90% correct.

These instructional objectives along with an understanding of the individual learning style provide the basis for the selection of instructional materials and procedures. Also, if it becomes necessary to develop the instructional material they aid by indicating the components that must be considered during development.

Next Step Objectives

When determining instructional objectives, the teacher should consider each objective in terms of what might be the logical next step objectives. This approach will allow the teacher to determine if there is a set of materials or procedures that might be beneficial to the achievement of current and next step objectives.

The Objectives Matrix (Figure 2) can be used to assist the teacher in determining next step objectives. On one axis are arranged instructional materials (generally from concrete to abstract) and along the other axis are skills (simple to complex). Although both sequences are flexible and may need to be revised for each learner; the cells that result from the intersection of skills and materials produce a tentative hierarchy of tasks. The third dimension of the matrix involves degrees of complexity (simple to difficult discrimination) of the materials in the cell; for example, matching pictures of different breeds of dogs is generally more difficult than matching a picture of a dog and a tree to a tree.

The teacher can also use the Objectives Matrix to plot the movement of the learner from task to task. For example, if the learner has completed an object match task, the teacher can consider moving the learner to a more complex matching task (pictures, shapes, numbers) or on to a new skill using the same or similar materials (sort, recognize, etc).

Summary

The purpose of an informal assessment device is to provide the teacher with a flexible tool that can be used to help determine individually appropriate instructional objectives. Informal assessment devices have become necessary because parents and professionals have demanded that each learner be treated as an individual rather than a statistic. To do this education must

provide each learner with an assessment that identifies needs, strengths and weaknesses - the basic information required for the development of individualized instruction.

Once appropriate and developmentally rational instructional objectives have been identified, the teacher must begin considering the various ways in which the objective might be attained. Teachers often decide how to teach the skill without investigating various other non-instructional alternatives. Frequently the manipulation of these non-instructional alternatives can help the learner acquire the objective in a more effective manner than instructional alternatives.

Non-Instructional Alternatives

Non-instructional alternatives usually involve the manipulation of the physical or behavioral environment in such a way as to either make it easier or more rewarding for the learner to display the skill. When considering non-instructional alternatives the teacher should ask a series of questions (Figure 7) that involve determining if there are any physical constraints that can be circumvented through the modification of the learning environment (moving materials to lower shelves, unlocking drawers, etc.) or through the use of prosthetic devices (raised edged plates, special pencil holders, etc.); or if there are modifications of the behavioral (psychological) environment that would produce a more conducive learning situation. If these questions do not lead to acceptable non-instructional alternatives the teacher will have to examine instructional intervention alternatives.

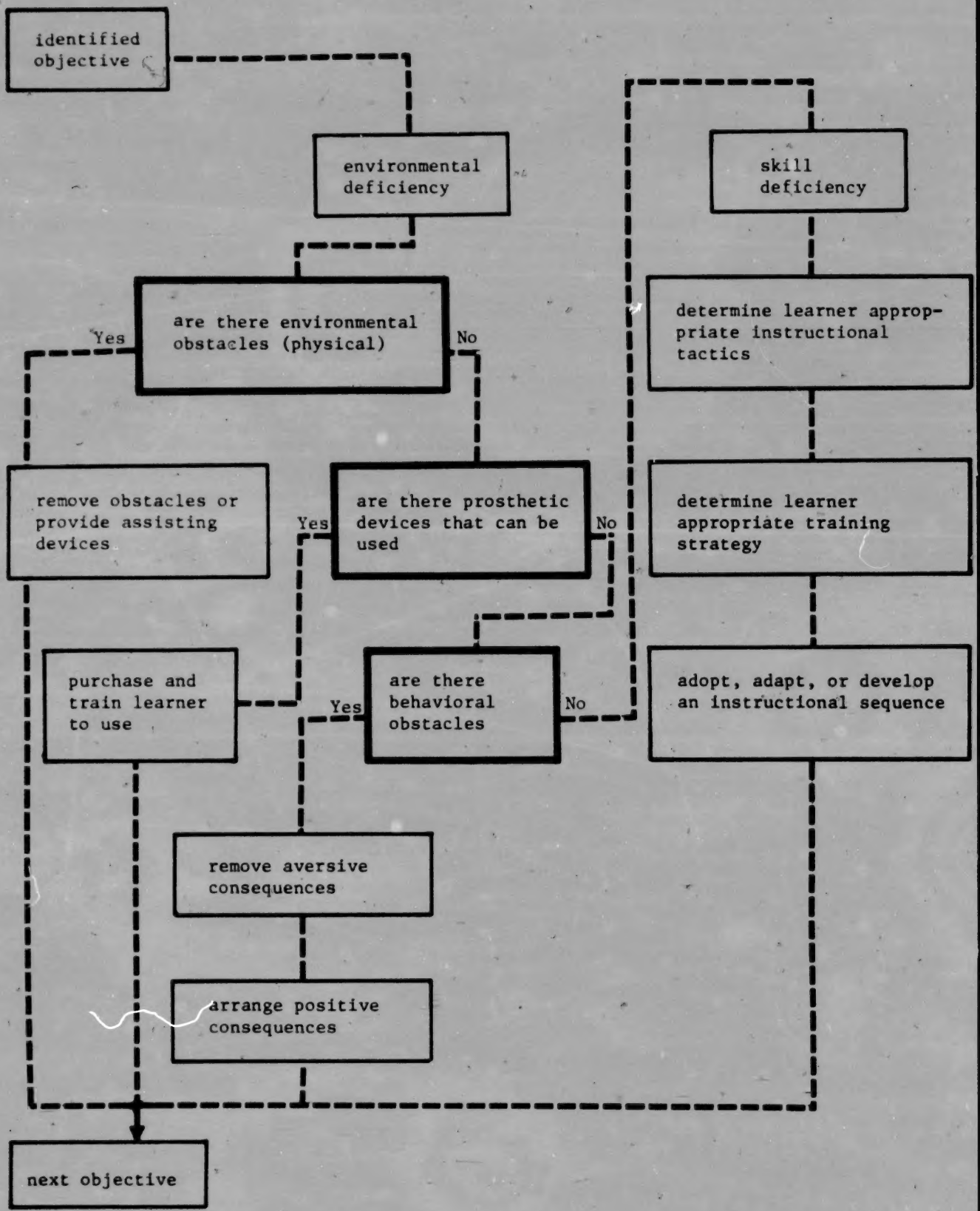


Figure 7. Alternative reactions to identified objectives.

Instructional Intervention

Before the teacher can specify an appropriate instructional alternative it is necessary to determine learner appropriate tactics and strategies. Determining appropriate instructional tactics relates to the process of identifying factors such as primary receptive/expressive mode, reinforcement preferences, attention span, etc. Instructional strategies relate to the selection of the best approach (behavior modification, play centered, neo-traditional, etc.) to use when presenting the instruction. It is important that no instructional strategy be excluded from consideration only on the basis of philosophical position since to do so artificially limits instructional options.

If an instructional intervention is necessary the teacher has to find or develop the most appropriate instructional procedure. In this search there are three broad alternatives - adopting an existing procedure, adapting an existing procedure or developing the necessary material.

The easiest alternative is to find an existing material designed for the objective which is appropriate for the learner. The Area Learning Resource Center (ALRC) and Regional Resource Center (RRC) network, sponsored by the Bureau of Education for the Handicapped, is a federally funded project designed to make materials information available to teachers (see Appendix B for information on ALRC/RRC and other resources for materials). Unfortunately, most

materials information systems do not identify materials by objectives but rather by disability category, so they often offer little assistance to the teacher who works from objectives and disregards category. Also there are few commercial materials specifically designed for the severely handicapped. Although materials information systems may provide little that can be adopted they often assist in identifying those materials that can be adapted.

The second alternative is to adapt (modify) an existing material so it can be used with the learner. Adapting involves such modifications as color coding items, presenting materials in smaller steps, etc.

When selecting an existing material to be adopted or adapted, the teacher should consider the following questions:

1. Are instructional objectives stated?
2. Are the prerequisite skills required of the learner to effectively use the material stated?
3. Are the prerequisite skills required of the teacher to effectively use the material stated?
4. Is the presentation mode appropriate for the learner?
5. Does the instructional follow a logical sequence?
6. Are the directions complete and accurate?
7. Is the teaching strategy clearly and completely indicated?
8. Are storage and/or retrieval requirements prohibitive?
9. Will preparation time prevent regular use?

10. Is the answer key (if provided) useful or can one easily be constructed ?

11. What student/teacher ratio is necessary to use the material ?

12. Is the material capable of maintaining instructor interest ?

13. Is the procedure for detecting errors and making corrections sufficient ?

14. Is the stated mastery level (criteria for success) indicated ?

15. Are there alternative approaches to using the material to attain the same objective ?

16. Is the material capable of maintaining student interest ?

17. Is the material durable ?

18. Is the teacher's guide (if one is provided) complete?

19. How often will it be necessary and how difficult will it be to replace consumable parts of the material?

20. What are the strengths and weaknesses of the validation information provided ?

21. What is the cost/price/value estimate ?

22. Are the material's technical aspects , i.e., size of print, quality of pictures, etc. acceptable ?

Once existing materials have been examined, the teacher will have to decide if any of them can be adopted or adapted. If it is not possible to adopt or adapt an existing material, it will be necessary for the teacher to develop the required instructional material.

Developing Instructional Materials

Once the teacher has determined that no existing materials can be adopted or adapted to meet the learner's need the only instructional alternative available is developing the appropriate material. This time consuming process is frequently required when working with severely handicapped learners because of their unique needs and the limitations of existing instructional materials.

When developing an instructional material the teacher must consider two major elements: instructional strategy and instructional tactics. That is, how and in what order will the instructional experience be presented. The instructional strategy used throughout this section is a programmed tutoring approach to individual instruction. Programmed instruction has been successfully used in various situations to assist handicapped learners to acquire new skills (Bijou, Birnbrauer, Kidder & Tague 1966; Johnson 1967; Wunderlick 1972; Barrett & McCormack 1973; Rainey & Kelly 1967). Programmed tutoring, based on the principles of programmed instruction, is a technique in which a human tutor (rather than a teaching machine or programmed text) presents carefully sequenced instruction. Since the order in which the material is presented is essential in programmed tutoring the teaching material is often referred to as an "instructional sequence".

What is an Instructional Sequence

An instructional sequence is a written record of procedures to be used in a series of controlled teaching situations designed to assist the learner in attaining a specific instructional objective. There are often hundreds of potential ways to achieve an objective and all are equally valid until empirical data indicates the superiority of some to others. However, before it is possible to evaluate an instructional sequence it is necessary to record that sequence in a clear and complete manner. Instructional procedures are often written in a non-specific manner that makes evaluation impossible. Barrett (1965) suggests that until instructional conditions are quantitatively described teaching will continue to suffer from the confusion of our limitless vocabularies.

Although the careful recording of instruction sequences is initially difficult and time consuming, the benefits of such a record go beyond instructional evaluation to include: a) other tutors can conduct the same sequence even during the teacher's absence, b) other teachers will be able to use the same sequence if it proves successful, and c) the teacher will be able to compare learner output with specific instructional input. Eventually the teacher will have a library of sequences, especially if teachers pool their sequences, which will increase the probability that an existing sequence can be adopted or adapted to meet learner needs.

Breaking Instructional Objective Attainment into Steps

While an instructional objective may appear simple to the teacher the learner may find it extremely complex. There may be a substantial gap between where the learner is functioning when instruction begins and where the objective is located (behaviorally). If that gap, the distance between past performance and the current task, is too great the learner may be forced to resort to ineffective trial and error learning. The negative aspects of trial and error learning can be substantially reduced by developing a sequence of small intermediate attainment steps, i.e., teaching letter naming with three letters at a time (per step) instead of starting with all twenty-six. The determination of how many steps are necessary is based on the objective's complexity and the learner's current capabilities. However, the method recommended when various learners are working toward the same objective but functioning at different competence levels is to construct the sequence for those learners demonstrating the least competence. That is, break the task into its simplest steps. When using such a sequence the more capable learners may simply skip steps.

There are many procedures that can be used to determine the steps of an instructional sequence; but they all involve some form of task analysis. For some tasks, especially self-help skills, it is possible to determine the steps by observing and recording the sequential operations of a person performing the task. However, for many tasks the sequence often represents

a progression from simpler to more complex discriminations in each of the components that make up the objective.

Components of an Instructional Sequence

The instructional sequence, like an instructional objective, consists of various components. Each component must be carefully considered for if even one component is incorrectly ordered it can result in a delay in the learner's progression through the sequence. If the component is beyond the learner's existing capabilities it will be necessary for him to acquire that new skill before completing the task. If skill acquisition is to be smooth and not unnecessarily difficult the teacher must know which component is being manipulated during each step of the teaching sequence.

Difficulties develop when the teacher is unaware of a component and thus does not consider it during sequence development. When this occurs the learner is actually presented with a situation where two or more components may be at an unattained level. It is this combining of unlearned levels that often frustrates the learner and results in a significant increase in incorrect responses and associated side effects.

Although the list of sequence components is potentially limitless (based on the individual learner) certain components are essential to every instructional sequence. These include ten sequence determined components:

- skill to be demonstrated
- material to be manipulated
- cues or aids to be used
- learner receptive mode
- learner expressive mode
- material presentation sequence
- time limit on set and/or session
- correction procedure
- teacher present percentage
- transfer situations

and four learner determined components:

- reward to be used
- priority of reward for the learner
- reward schedule
- reward quantity

Within each of these components there are several alternatives that must be correctly ordered and appropriately manipulated. Figure 8 indicates some of the alternatives available within each component (Appendix C defines the various alternatives). In general, the progression through these component alternatives involves : a) moving from the concrete to the abstract, b) from gross discrimination to fine discrimination, and c) decreasing the cues provided to the learner.

Figure 9 demonstrates how an instructional sequence can be developed through the systematic manipulation of component alternatives. The specification of exactly which component is being manipulated and how allows the teacher to identify specifically what new skill the learner is being required to perform. In the long run, this will allow the teacher to pinpoint those alternatives (skills) which assist the learner as well as those which impede progress.

SKILL	MATERIAL	CUE	LEARNER RECEPTIVE MODE	LEARNER EXPRESSIVE MODE	PRESENTATION SEQUENCE	TIME LIMIT SET/SESSION	CORRECTION PROCEDURE	TEACHER PRESENT	TRANSFER	REWARD	REWARD PRIORITY	REWARD SCHEDULE	REWARD QUANTITY
experience match sort construct point to name rote memory sequence use/apply associate classify analyze synthesize evaluate	motor 3D object picture color configuration size shape printed number printed letter printed word printed sent. other symbols spoken word spoken sent.	completed sample (FT) completed sample (PT) sequence position verbal command color shape combination of above	auditory tactile/motor non-graphic visual visual sign combination of above	verbal tactile/motor graphic non-graphic visual sign combination of above	fixed random	15 sec 30 sec 45 sec 1 min 5 min etc.	immediate tell/ask tell/ask immediate demonstrate/ask verbal key self-correction	100% 75% 50% 25% varies just at start not present	location tutor time	food drink tactile verbal material intrinsic	1 2 3 4 5 6 etc.	fixed ratio variable ratio fixed interval variable interval random	1 piece 1 glass ½ piece ½ glass 5 sec. 10 sec.

Figure 3. Component alternatives.

SEQUENCE DETERMINED										LEARNER DETERMINED				
PHASE	SKILL	MATERIAL	CUE	LEARNER RECEPTIVE MODE	LEARNER EXPRESSIVE MODE	PRESENTATION SEQUENCE	TIME LIMIT SET/SESSION	CORRECTION PROCEDURE	TEACHER PRESENT	TRANSFER	REWARD	REWARD PRIORITY	REWARD SCHEDULE	REWARD QUANTITY
First	point	printed # 2,8	color 2(red) 8(black)	auditory/visual	motor	random	15 sec.	immed. tell/ask	100%	varied tutor/cubicle	candy	1	FR3	one piece
Second	↓	printed # 2,8,1	2(red) 8(black) 1(green)	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
Third	↓	↓	2(red) 8(black) 1(green)	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
...th	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓
11th	↓	printed # 1-12	none	↓	↓	↓	↓	↓	↓	↓	↓	↓	FR2	↓
12th	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	↓	FR5	↓
Last	point	printed # 1-12	none	auditory/visual	motor	random	15 sec.	immed. tell/ask	100%	varied tutor/cubicle	candy	1	FR10	one piece

Figure 9. Systematic manipulation of component alternatives

Instructional Sequence Formats

Instructional sequences developed around the manipulation of component alternatives are generally recorded as either a series of frames or phases. The frame approach, sometimes referred to as an "errorless" approach, breaks instructions into small sequential steps (the difference from one frame to the next involves a slight change in only one component) and each frame is presented by the teacher in a manner similar to the programmed approach used with a teaching machine. The phase format breaks the sequence into larger steps by combining the material that would usually be contained in a number of frames. The phase approach is frequently less mechanical than the frame approach and thus often more motivating for both learner and teacher.

Recording the Components of a Phase Sequence

Once the teacher has developed the sequence it is necessary to record it in such a manner that it can be replicated by others. To avoid an unwieldy record, however, it is necessary to combine components. Most of the information required can be covered by answering the following seven questions:

1. What materials are necessary?: Indicate and describe what instructional materials are required to conduct each phase.

   (a) five colored picture cards; dog, tree glass, spoon, car.
   (b) letters A (red), K (blue), O (green), each on separate 2 x 2" white cards (2 sets)
   (c) days MONDAY (blue), TUESDAY (blue), FRIDAY (red) each on separate 2 x 6" white cards.

2. How are the materials arranged?: How should the tutor arrange the materials on the table, blackboard, etc., (sometimes a small diagram is helpful).

   (a) spread one set horizontally and give other set to learner.
   (b) place letter desired and one distractor on table for each trial.
   (c) hold up to learner one at a time.

3. What does the tutor do and say?: Indicate the procedure by which the tutor will present the materials and the task to the learner.

   (a) "match the picture"
   (b) "This is the letter __." Teacher points to letter then removes hand. "Point to __."
   (c) Teacher holds up card. "What does this say?"

4. What is the correct response (CR)?: What should the tutor expect the learner to do as a result of the presentation of materials and instructions.

   (a) place each picture in the hand held set on matching picture on table.
   (b) point to the letter named.
   (c) read the day card.

5. How many trials per session?: How often will each stimulus situation be presented in a session. Also indicate total number of scored responses.

   (a) two repetitions (randomize the sets for each repetition). Ten scored responses.
   (b) present each letter four times in random order. Twelve scored responses.
   (c) present each card five times in random order. Fifteen scored responses.

6. What if the learner makes the correct responses?: What does the tutor do if the learner does what is desired? Indicate the type of reward and schedule to be used.

   (a) give peanut and praise after each correct response.
   (b) give token and praise after each CR.
   (c) give praise after each CR; token after each two CR's.

7. What if the learner makes a mistake?: What does the tutor do if the learner makes an incorrect response ($\overline{CR}$).

   (a) immediately after $\overline{CR}$, show learner CR and explain.

   (b) "No, this is __." (Tutor point to CR). "Can you point to __." Assist if necessary, give praise.

   (c) "This is __." "On __ we go to the (pool, gym, etc.). Now, what day is this? Give praise for CR.

These seven questions can be organized into a simple recording format. Figure 10 shows what an instructional sequence looks like when put into such a recording format.

Constructing a Sequence Cover Sheet

Once the instructional sequence has been completed, teachers may find it helpful to construct a cover sheet that will assist others in determining if the sequence is appropriate and/or usable for meeting their needs. This cover sheet should include the following information:

1. Instructional objective: Instructional objectives should be stated in the format.

2. Statement of the need: To what general skill cluster (or goal) is this objective related? What learner needs will the attainment of this objective meet? Once the learner attains this objective, what is the next instructional objective(s)?

3. Prerequisite skills: What prerequisite (or entry) skills or competencies should the learner possess in order to begin this sequence in the most expeditious manner.

4. Materials required: What instructional materials are required to complete this sequence? If the materials are commercially available, indicate the name of material, catalog name and page number. If the materials are teacher-made, detail the characteristics (size, color, shape, etc.) of each item.

SEQUENCE: SHAPE SORTING

Author James E. McCormack

Page 1 of 1

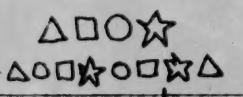
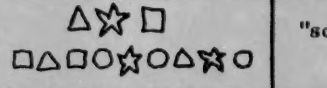
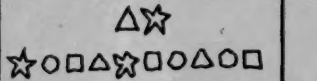
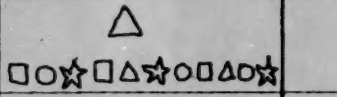
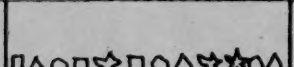
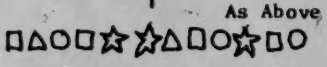
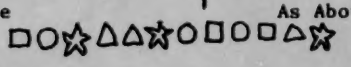
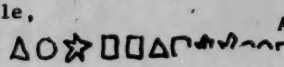
PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
	Conduct Phase 8 as the Pre-test							
1.	color cued shapes; 3 of each: circle (orange), star (blue), square (red), triangle (black).		"sort the shapes"	sort shapes into appropriate piles	twice	16	token and praise after each correct response	correct immediately and explain
2.	As Above		"sort the shapes"	As Above	twice	18	As Above	As Above
3.	As Above		As Above	As Above	once	10	As Above	As Above
4.	As Above		As Above	As Above	once	11	As Above	As Above
5.	As Above		As Above	As Above	once	12	As Above	As Above
6.	3 of each; star (blue), triangle (black), circle and square (orange)		As Above	As Above	once	12	As Above	As Above
7.	3 of each; star circle and square (orange) triangle (black)		As Above	As Above	once	12	As Above	As Above
8.	3 of each; star, circle, square and triangle (all orange)		As Above	As Above	once	12	As Above	As Above

Figure 10. Sequence recording sheet.

5. Means of initial assessment: How well can the learner initially perform the skill indicated by the instructional objective? This initial assessment is generally determined by the type of skill to be measured. Two common procedures are: a) baseline, observing and recording the learner's performance of this objective's terminal skill in a natural environment, i.e., the number of times the learner interacts appropriately with classroom peers, b) pre-test, a procedure which provides a structured situation in which the learner is required to perform the objective skill to determine current level of functioning; i.e., if the objective is to recognize the alphabet letters then the learner should be asked to perform the task.

6. Reward/reward schedule: If this instructional sequence is constructed for a specific learner, then it is possible to indicate the precise rewards and schedule to be used. However, if the sequence is for a group or class of potential users, it may only be possible to outline general considerations regarding the use of rewards.

7. Sequence and phase criteria: The criteria for completing the sequence should be indicated in the instructional objective statement. Criteria for phase change should be listed to provide the teacher with the information necessary to know when to move the learner to the next phase/step/frame. Criteria may be indicated by frequency, percentage, rate of correct response or in various other ways.

8. Maintenance activities: What activities should be implemented once the learner completes this instructional sequence to allow the learner to practice and thus maintain the skill. Although frequently the skill will be maintained through its inclusion in the next objective, it is also beneficial to conduct various generalization and transfer activities. For example, an individually acquired skill might be included in small group or whole class activities.

To simplify the process, the eight areas can be arranged into a format which allows the teacher to record the necessary information. Figure 11 shows how information can be recorded on the cover sheet.

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: SORTING SHAPES **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: December 1975

Suggested Session Frequency and Length: 4-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual XX, small group O, class O Instruction.

1. Instructional objective: in a one-to-one instructional situation the learner will be able to physically sort cardboard shapes (triangle, star, circle, square) into appropriate piles upon verbal request and without assistance.

2. Statement of need/relation to long term goals: this pre-academic sequence relates to the development of visual discrimination and hand/eye coordination skills. In addition it provides the basis for the development of various pre-vocational and vocational skills.

3. Pre-requisite skills: can match cardboard shapes and can maintain attention for five to ten minutes.

4. Materials required: various cardboard cutout shapes; each approximately 3"x3"
   star: 3 blue and 3 orange
   triangle: 3 black and 3 orange
   square: 3 red and 3 orange
   circle: 3 orange

5. Means of initial assessment: conduct Phase 8 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token or social reinforcement; however other forms of reinforcement can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right".

7. Sequence and phase criteria:
   a) sequence - getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 8 for two consecutive sessions after completing all previous phases.
   b) phase - getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a) include task in group activities
   b) develop sorting tasks requiring more detailed discrimination.

Figure 11. Instructional cover sheet.

Recording the Components of a Frame Sequence

The frame approach involves the systematic manipulation of stimulus materials through a series of closely connected tasks each referred to as a frame. Due to the minimal performance change between each, the learner does not have to make broad performance jumps that often lead to guesses and errors. The material is presented to the learner in a manner similar to the programmed approach used with a teaching machine.

The record for a frame sequence (Figure 12) generally only indicates the stimulus material and the command thus making it necessary to complete a comprehensive sequence cover sheet (Figure 13). The cover sheet should contain the following information:

- instructional objectives.
- statement of need/relation to long term goals
- prerequisite skills
- material required
- initial assessment procedure
- reward/reward schedule
- frame and sequence criteria
- maintenance activities
- presentation/correction procedures.

Modified Frame Format

A modified frame format (Figure 14) is used when cueing or response requirements change from frame to frame. In the sample sequence both the cueing and response requirements are systematically manipulated. The procedure is intended to use a previously acquired skill (pointing) as part of the sequence to develop a new skill (naming); therefore being able to recognize by pointing is a prerequisite for this sequence.

INSTRUCTIONAL SEQUENCE RECORD

Sequence Name: Object Recognition **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: December 1974

Frame #	Stimulus Materials	Request "Point to the ____ ."
1.	shoe	shoe
2.	shoe, glass	shoe
3.	shoe, glass	glass
4.	shoe, glass, toothbrush	shoe
5.	shoe, glass, toothbrush	toothbrush
6.	shoe, glass, toothbrush	glass
7.	shoe, glass, toothbrush, hat	shoe
8.	shoe, glass, toothbrush, hat	glass
9.	shoe, glass, toothbrush, hat	toothbrush
10.	shoe, glass, toothbrush, hat	hat
11.	shoe, glass, toothbrush, hat, dish	shoe
12.	shoe, glass, toothbrush, hat, dish	glass
13.	shoe, glass, toothbrush, hat, dish	toothbrush
14.	shoe, glass, toothbrush, hat, dish	hat
15.	shoe, glass, toothbrush, hat, dish	dish
16.	shoe, glass, toothbrush, hat, dish, spoon, crayon	shoe
17.	shoe, glass, toothbrush, hat, dish, spoon, crayon	glass
18.	shoe, glass, toothbrush, hat, dish, spoon, crayon	toothbrush
19.	shoe, glass, toothbrush, hat, dish, spoon, crayon	hat
20.	shoe, glass, toothbrush, hat, dish, spoon, crayon	dish
21.	shoe, glass, toothbrush, hat, dish, spoon, crayon	spoon
22.	shoe, glass, toothbrush, hat, dish, spoon, crayon	crayon

Figure 12. Frame sequence record.

INSTRUCTIONAL SEQUENCE RECORD

Sequence Name: Object Recognition **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: December 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual O, group O, class O Instruction.

1. Instructional objective: in a one-to-one tutorial situation the learner will be able to recognize (touch or point to) various objects (see materials section for list) on verbal command and without assistance.

2. Statement of need/relation to long term goals: this task continues the development of fine visual discrimination while also being one of the initial receptive language tasks. It helps develop prerequisite skills for more complex receptive language tasks.

3. Prerequisite skills:
   a) visual discrimination
   b) receptive language (one word)
   c) physically able to point or touch objects
   d) attention span of 5 to 10 minutes.

4. Materials required: shoe, glass, toothbrush, hat, dish, spoon, crayon - (actual objects).

5. Initial assessment procedure: conduct frames 16 to 22 as a pre-test. If the learner makes 6 or more correct responses move on to the next objective; otherwise begin the sequence at frame #1.

6. Reward/reward schedule: give a token immediately after each correct response and move on to the next frame.

7. Sequence criteria: the learner must respond correctly to frames 16 to 22 in order for two consecutive sessions.

8. Maintenance activities:
   a) include object recognition in group activities
   b) construct an object bingo game incorporating the objects and conduct during small group activities.
   c) conduct other recognition tasks using various other objects.

Figure 13. Frame sequence cover sheet.

9. Presentation/correction procedure:
   a) presentation--put indicated objects, randomly ordered, out on to the table and then ask the learner to "point to the _____." The learner is then to point or touch the named object. If the learner makes a correct response proceed to the next frame; if however, the learner makes an incorrect response, implement the correction procedure and move back to the previous frame. The session should be ended after a set time period or if the learner makes five consecutive incorrect responses. Whenever possible attempt to end the session with a correct response.

   b) correction--if the learner points to or touches the incorrect object, the teacher says "no", points to the correct object, has learner point to the correct object; the teacher then lets the learner hold the object while they talk about its use. The teacher then presents the previous frame

Figure 13. (cont.) Frame sequence cover sheet.

SEQUENCE: naming numbers AUTHOR: J.E. McCormack DATA: April 1975

Frame	material presented		cue and/or request
1.	[1]		This is 1(point). Point to 1
2.		[1]	Point to 1
3.	[1]		This is 1. What is this?
4.	[1]		This is (initial sound). What is this?
5.	[1]		What is this?
6.		[5]	This is 5(point). Point to 5.
7.	[5]		Point to 5
8.	[5]	[1]	Point to 5
9.	[5]		This is 5. What is this?
10.	[1]		This is 1. What is this?
11.	[1]		This is (initial sound). What is this?
12.	[5]		This is (initial sound). What is this?
13.	[1]		What is this?
14.	[5]		What is this

Figure 14. Modified frame format.

NEXT STEPS

The instructional development procedures outlined in this document have concentrated on approaches to individual instruction. Although group activities are essential to social skill development experience has indicated that it is often necessary to initially establish performance through individualized instruction, and then to introduce it in group situations; this is recommended because the simultaneous development of performance skills and social skills often overwhelms the severely handicapped learner.

The development of individual instructional sequence is only a segment in the comprehensive education of severely handicapped learners. Although an important segment, it requires considerable support in order to attain maximum benefit. These support elements include: classroom organization, data collection and monitoring, volunteer training, parent training, small group activities, etc. Suggestions regarding these areas can be found in the second volume of this document.

INSTRUCTIONAL SEQUENCES

The sample instructional sequences contained in this document are ordered according to task and material. The number in the cell indicates the page on which that specific sequence is located.

Tasks

Materials	match	sort	construct	recognize	identify	memory	sequence	associate
motor	56							
objects	59	108 113	153 157 159	170 173 176	217 220	268		281
pictures	65 68	117	162 164	179 184	222 228			
colors	71	121	168	188	232			
shapes	74	126 129		191	235			
sizes	80 84	133 136		194 197	238			
numbers	89	139		201 205	240		275 277	
letters				208	249			
words(printed)	93 100	144		212	253			
currency	102	148		215	260			
sounds					263			
words(spoken)						272		

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Motor Imitation **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: July 1973

Suggested Session Frequency and Length: 2-4 sessions per week.
3-8 minutes per session.

Sequence Designed for: individual Q, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to imitate various motor movements including fine motor movements involving the mouth, tongue, etc.

2. Statement of need/relation to long range goal: this task helps the learner develop those attending skills required for a number of teacher presented activities. The mouth imitation movements are also prerequisites for many speech activities.

3. Prerequisite skills:
   a. looks at teacher on verbal command
   b. sits in chair for at least two minutes

4. Materials required:
   a. two blocks
   b. small wind toy(moves when blown)
   c. crackers and peanut butter

5. Means of initial assessment: conduct phase 6 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 6 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include motor imitation tasks in group activities
   b. advance to sound imitation tasks(if appropriate)
   c. advance to other tasks requiring the learner to attend to the teacher.

SEQUENCE: MOTOR IMITATION

Author J.F. McCORMACK

Page 1 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1	1.TAP TABLE 2.TAP HEAD 3.RAISE ONE ARM 4.STAND UP 5.CLAP HANDS (ONCE)		"DO THIS" DEMONSTRATE ONE OF THE MOTOR MOVEMENTS	IMITATE MOTOR MOVEMENT WITHIN FIVE SECONDS	4	20	REWARD WITH PREF. REINF. (ONE)	PHYSICALLY ASSIST TO MAKE CORRECT RESP. GIVE PREF.REIN
2A	AS ABOVE		AS ABOVE	IMITATE MOTOR MOVEMENT WITHIN 5 SECONDS	4	20	AS ABOVE	PHYSICALLY ASSIST TO MAKE CORRECT RESP. GIVE SOCIAL PRAISE ONLY (LIMITED AMNT)
2B	AS IN ONE PLUS 6.TAP KNEE 7.TAP CHEST 8.TOUCH FLOOR 9.RAISE BOTH ARMS 10.PILE BLOCK ON OTHER	TWO BLOCKS	AS ABOVE	AS ABOVE	2	20	AS ABOVE	PHYS. ASSIST TO MAKE CORRECT RESP. GIVE SOCIAL PRAISE "GOOD"
3	1.TONGUE OUT 2.OPEN MOUTH 3.PUCKER LIPS 4.BLOW WINDMILL 5.EAT CRACKER WITH PEANUT BUTTER	AS INDICATED	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE

SEQUENCE: MOTOR IMITATION

Author J.F. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	MOTOR RESPONSES IN 2B		"DO THIS" DEMONSTRATE ONLY TWO RESPONSES IN CHAIN. EXAMPLE: TAP HEAD AND STAND UP	AS ABOVE	EACH MOVEMENT IS USED TWICE	10	REWARD WITH PREF. AFTER BOTH MOVES HAVE BEEN COMPLETED	IF DOES NEITHER-PHYS. ASSIST THROUGH BOTH. "GOOD" IF DOES ONE, STOP, DEMONSTRATE AGAIN + ASSIST THROUGH BOTH MOVE- "GOOD"
5 -SS-	MOTOR MOVEMENTS FROM PHASE 3		AS ABOVE	AS ABOVE		10	AS ABOVE	AS ABOVE
6	UPPER TEETH ON LOWER LIP, TONGUE ON UPPER TEETH, TONGUE BEHIND UPPER TEETH, TONGUE BEHIND LOWER TEETH		AS IN PHASE 1	IMITATE MOTOR MOVEMENT WITHIN 5 SEC.	3	12	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Matching Items **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Nov. 1973

Suggested Session Frequency and Length: 4-5 **sessions per week.**
3-15 **minutes per session.**

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to match various objects upon verbal command and without assistance.

2. Statement of need/relation to long range goal: this sequence, which combines many of the individual matching sequences is intended to assist the learner to rapidly acquire the matching skills necessary for classroom/workshop activities.

3. Prerequisite skills:
   a. has some experience manipulating the items
   b. ability to pick up items
   c. attention span of at least three minutes

4. Materials required: see sequence record.

5. Means of initial assessment: conduct phase 13 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token or preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

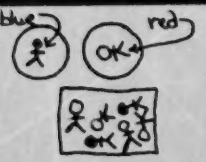
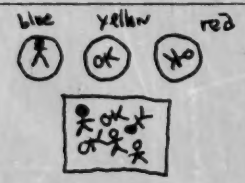
7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 13 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct post-test activities (see record)
   b. conduct sorting tasks in group situations
   c. advance to pre-vocational sorting tasks

SEQUENCE: MATCHING ITEMS

Author J.F. McCORMACK

Page 1 of 5

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1A	6 RED TOYS 6 BLUE TOYS 1 BOX, 2 SMALL CONTAINERS		"MATCH THE TOYS"	PUT BLUE WITH BLUE SAMPLE + RED WITH RED SAMPLE	1	10	TOKEN OR PREF. REWARD AFTER EACH CORRECT RESPONSE	IF IS WRONG SHOW BY PLACING TOY IN THE CORRECT CONTAINER AND TELL WHY
1B	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	1	10	AFTER LEARNER HAS PLACED ALL TOYS GIVE TOKEN OR PREF. REWARD FOR EA TOY IN CORRECT CONTAINER	AFTER HAS PLACED ALL TOY TAKE OUT INCORRECT PLACED ONES AND DEMONSTRATE WHERE THEY GO. TELL WHY.
2	11 RED TOYS 11 BLUE TOYS 1 BOX, 2 SMALL CONTAINERS	AS ABOVE EXCEPT 20 TOYS IN BOX	AS ABOVE	AS ABOVE	1	20	AFTER LEARNER HAS PLACED ALL TOYS GIVE TOKEN OR PREF. REWARD FOR EA 2 CORRECTLY PLACED TOYS	AS ABOVE
3	6 RED TOYS 6 BLUE TOYS 6 YELLOW TOYS 1 BOX, 3 SMALL CONTAINERS		AS ABOVE	PUT BLUE WITH BLUE, RED WITH RED, YELLOW WITH YELLOW	1	15	AS ABOVE	AS ABOVE

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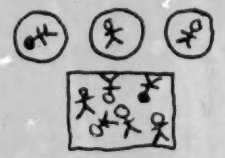
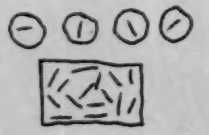
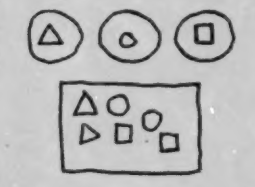
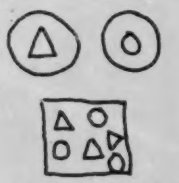
SEQUENCE: MATCHING ITEMS

Author J.F. McCORMACK

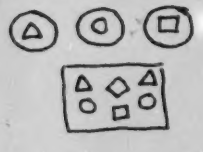
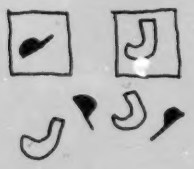
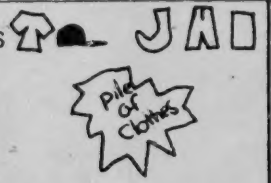
PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	11 RED TOYS 11 BLUE TOYS 11 YELLOW TOYS, 1 BOX, 3 SM. CONTAINERS		"MATCH THE TOYS"	AS ABOVE	1	30	AS ABOVE	AS ABOVE
5	6 BLUE TOYS 6 YELLOW TOYS 6 RED TOYS 6 BROWN TOYS 1 BOX, 4 CONTAINERS		AS ABOVE	PUT BLUE WITH BLUE, YELLOW WITH YELLOW, RED WITH RED, BROWN WITH BROWN	1	20	AS ABOVE	AS ABOVE
6	11 BLUE TOYS 11 YELLOW TOYS, 11 RED TOYS, 11 BROWN TOYS, 1 BOX, 4 CONTAINERS	AS ABOVE EXCEPT 40 TOYS IN BOX	AS ABOVE	AS ABOVE	1	40	AS ABOVE	AS ABOVE
7	AS ABOVE EXCEPT NO BOX		AS ABOVE	AS ABOVE	1	40	AS ABOVE	AS ABOVE
8A	11 BLUE PEGS 11 YELLOW PEGS 11 RED PEGS 11 BROWN PEGS 1 BOX, 4 CONTAINERS		"MATCH THE PEGS"	AS ABOVE	1	40	AS ABOVE	AS ABOVE
8B	AS ABOVE EXCEPT NO CONTAINER		AS ABOVE	AS ABOVE	1	40	AS ABOVE	AS ABOVE

SEQUENCE: MATCHING ITEMS — Author J.E. McCORMACK — Page 3 of 5

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
	TEST IF THEY	CAN MATCH BY SHAPE-	DO PHASE 11 IF THEY	CAN GO ON +	IF THEY	CAN'T DO PHASE		9
9A	6 BLUE TRI. 6 RED SQUARES 6 YELLOW CIRCLES, 3 CONTAINERS, AND 1 BOX		"MATCH THE SHAPES"	PLACE SHAPES IN CONTAINER WITH MATCHING SAMPLE	1	15	AFTER LEARNER HAS PLACED ALL SHAPES GIVE TOKEN OR PREF. REWARD FOR EA. SHAPE IN CORRECT CONTAINER	AFTER HE HAS PLACED ALL TOYS TAKE OUT INCORRECT ONES AND DEMONSTRATE WHERE THEY GO; TELL WHY.
9B -62-	6 BROWN TRI. 6 BROWN SQUARES 6 BROWN CIRCLES 3 CONTAINERS, 1 BOX	ON THE TRIANGLE PLACE BLUE MARKER, SQUARE RED MARKER AND CIRCLE YELLOW MARKER -AS ABOVE-	AS ABOVE	AS ABOVE	1	15	AS ABOVE	AS ABOVE
	IF PHASE 9A AND 9B HAVE BEEN CONDUCTED THEN DO PHASE 10.			11 IF SUCCESSFUL GO ON; IF FAILURE START ON				
10A	6 BROWN TRI. 6 BROWN CIRCLES 2 CONTAINERS 1 BOX		"MATCH THE SHAPES"	AS ABOVE	1	10	TOKEN OR PREF. REWARD AFTER EACH CORRECT RESPONSE	AFTER EACH RESPONSE CORRECT-SHOW BY PLACING IN CORRECT CONTAINER-TELL WHY.
10B	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	1	10	AS ABOVE	AFTER ALL SHPS PLACED TAKE OUT INCORR. ONES + DEMO. WHERE IT GOES TELL WHY

SEQUENCE: MATCHING ITEM

Author J.F. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
11	6 BROWN CIR. 6 BROWN TRI. 6 BROWN SQU. 3 CONTAINERS, 1 BOX		"MATCH THE SHAPES"	AS ABOVE	1	15	AFTER L HAS PLACED ALL TOYS-GIVE TOKEN OR PRE-REWARD FOR EACH 2 CORRECTLY PLACED SHAPES	AS ABOVE
	CONDUCT PHASE 13 IF CAN DO GO ON; IF FAILS START ON PHASE 12							
12A	6 HATS 6 SOCKS 2 CONTAINERS		"MATCH THE CLOTHES"	AS ABOVE	1	10	TOKEN OR PRE-REWARD AFTER EACH CORRECT RESPONSE	AFTER EACH RESP. CORRECT-SHOW BY PLAC-ING IN CORRECT CONTAINER; TELL WHY
12B	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	1	10	AFTER L HAS PLACED CLOTHES, GIVE TOKEN OR PREF. REWARD FOR EACH SHAPE COR-RECTLY PLACED	AFTER ALL SHAPES PLACED, TAKE OUT IN-CORRECTLY PLACED ONES + DEMO. WHERE THEY GO. TELL WHY.
13	6 HATS, 6 SOCKS 6 PANTS, 6 SHIRTS, 6 TOWELS		AS ABOVE	AS ABOVE	1	25	AS ABOVE	AS ABOVE

SEQUENCE: MATCHING ITEMS

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
POST TEST	6 BOLTS 6 PENNIES 6 MARBLES 6 LETTERS "A" 6 NUMBERS "5" 6 WORDS "DOG"		"MATCH THE ____"	AS ABOVE	1 30	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Simple Picture Match **Draft #** 3

Author(s): James E. McCormack

Date of This Draft: Dec. 1973

Suggested Session Frequency and Length: 2-4 **sessions per week.**

3-7 **minutes per session.**

Sequence Designed for: individual Q, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to physically match exact duplicate pictures upon verbal command and without assistance.

2. Statement of need/relation to long range goal: this task requires the development of those visual discrimination skills necessary for advanced matching, sorting and recognition tasks.

3. Prerequisite skills:
   a. gross visual discrimination
   b. ability to pick up and move small cards
   c. attention span of at least three minutes

4. Materials required:
   a. one duplicate set of pictures on a blue backing
   b. one duplicate set of pictures on a red backing
   c. one large piece of white cardboard
   d. six duplicate sets of pictures

5. Means of initial assessment: conduct phase 7b as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test in less than 8 minutes or getting 90% or better correct on phase 7b for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% of better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in group situations
   b. advance to picture match task
   c. advance to other matching tasks

SEQUENCE: SIMPLE PICTURE MATCH

Author J.E. McCORMACK

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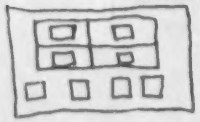
PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1	2 PICTURES MOUNTED ON RED PAPER. 2 PICTURES MOUNTED ON BLUE PAPER.	1 RED PICTURE & 1 BLUE PICTURE FACING LEARNER ON TABLE. BELOW OTHERS ARE PLACED RANDOMLY.	"MATCH THE PICTURES, LIKE THIS" DEMONSTRATE THE CORRECT RESPONSE. "NOW THE ___IS ON THE ____ AND THE ___IS ON TOP OF THE ____." "I'VE MATCHED THE PICTURES" REPEAT THE INITIAL COMMAND "MATCH THE PICTURES."	MATCH THE PICTURES	3	6	PRAISE AND TOKEN FOR EACH CORRECT RESPONSE.	CORRECT IMMED. AFTER ERROR; "NO IT GOES HERE."
2	AS ABOVE	AS ABOVE	NO DEMONSTRATION. SAY "MATCH THE PICTURES. PUT THE ____ ON TOP OF THE ____ AND THE ___ON TOP OF THE ____."	AS ABOVE	3	6	AS ABOVE	AS ABOVE
3	CARDBOARD W/ RED MOUNTED AND BLUE MOUNTED PICTURES ATTACHED. 2 OTHER MOUNTED PICTURES; 1 BLUE, 1 RED.		AS ABOVE	AS ABOVE	3	6	AS ABOVE	AS ABOVE
4	AS ABOVE BUT USE PICTURES NOT MOUNTED	AS ABOVE	AS ABOVE	AS ABOVE	3	6	AS ABOVE	AS ABOVE

SEQUENCE: SIMPLE PICTURE MATCH

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
5A	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	3 / 6	AS ABOVE	AS ABOVE
5B	AS ABOVE	AS ABOVE	"MATCH THE PICTURES."	AS ABOVE	3 / 6	AS ABOVE	CORRECT AFTER LEARNER HAS PLACED BOTH CARDS.
6	CARDBOARD W/ 4 PICTURES PASTED ON. 4 SEPARATE IDENTICAL PICTURES.		AS ABOVE	AS ABOVE	3 / 12	AS ABOVE	CORRECT AFTER ALL 4 CARDS ARE PLACED.
7A	CARDBOARD W/ 6 PICTURES PASTED ON. 6 SEPARATE IDENTICAL PICTURES.		AS ABOVE	AS ABOVE	2 / 12	AS ABOVE	CORRECT AFTER ALL 6 CARDS ARE PLACED.
7B	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	REWARD FOR EACH CORRECT RESPONSE AFTER ALL 6 CARDS ARE PLACED.	AS ABOVE.

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Picture Match **Draft #** 2

Author(s): Amanda Chalmers/James E. McCormack

Date of This Draft: Nov. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to physically match 24 pictures from the Ed-U-Card Farm Lotto Game (barn animals, fruits, farm pets and farm tools) to their exact duplicate upon verbal request and without assistance.

2. Statement of need/relation to long term goal: this task requires the development of fine visual discrimination, fine motor coordination(pincer grasp) and eye/hand coordination skills which are prerequisite for many prevocational tasks.

3. Prerequisite skills:
   a. visual discrimination
   b. gross receptive language
   c. pick up and move pictures
   d. attention span of at least five minutes

4. Materials required:
   a. Ed-U-Card Picture Lotto Game: 4 game cards each having 6 pictures on them: farm pets, barn, fruit stand, farm tools
   b. 24 matching pictures

5. Means of initial assessment: see sequence record for pre-test.

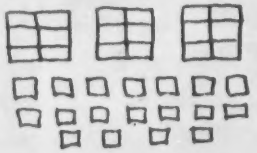
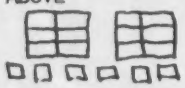
6. Reward/reward schedule: this sequence is designed to use token and social rewards; however, other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right".

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 5 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include picture matching in group activities
   b. go on to other matching tasks that require more detailed visual discrimination; example- matching currency, matching numbers
   c. advance to picture sorting tasks.

SEQUENCE: PICTURE MATCH

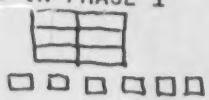
Author A. CHALMERS/ J.F. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	ED-U-CARD FARM LOTTO GAME. THE BARN, FRUIT STAND AND FARM PETS CARDS ARE USED ALONG WITH THE 18 MATCHING SMALL CARDS.	PLACE 3 LARGE CARDS (EACH CARD CONTAINING A GROUPING OF 6 PICTURES) ON TABLE IN FRONT OF STUDENT. THE 18 MATCHING SMALL CARDS ARE PLACED BELOW THE LARGE CARDS IN RANDOM ORDER.	SAY, "MATCH THE PICTURES" 	PLACE THE APPROPRIATE SMALL CARD OVER THE CORRESPONDING PICTURE ON THE LARGE CARD.	1	18	VERBAL PRAISE AFTER ALL CARDS PLACED.	SAY NOTHING.
1	THE BARN CARD AND 6 MATCHING SMALL CARDS	PLACE THE LARGE CARD ON TABLE IN FRONT OF STUDENT. PLACE 6 MATCHING SMALL CARDS IN R.O. BELOW THE LARGE CARD.	AS ABOVE	AS ABOVE	1	6	AFTER EACH SMALL CARD IS PLACED CORRECTLY, GIVE TOKEN AND VERBAL PRAISE AND THEN REMOVE CARD.	DEMONSTRATE CORRECT RESPONSE. PERMIT STUDENT TO MAKE C.R.-GIVE SOCIAL PRAISE AND REMOVE CARD.
2	THE FRUIT STAND CARD AND 6 MATCHING SMALL CARDS (FRUIT)	AS ABOVE 	AS ABOVE	AS ABOVE	1	6	AS ABOVE	AS ABOVE
3	THE BARN AND FRUIT STAND CARDS AND 12 MATCHING SMALL CARDS.	PLACE THE TWO LARGE CARDS ON TABLE IN FRONT OF STUDENT. PLACE 12 MATCHING SMALL CARDS IN R.O. BELOW LARGE CARDS.	AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
4	SAME AS PRE-TEST							

SEQUENCE: PICTURE MATCH

Author A. CHALMERS/ J.E. MCCORMACK

Page 2 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
5	FARM TOOLS- PLACE CARD AND 6 MATCHING SMALL CARDS.	AS IN PHASE 1 	AS ABOVE	AS ABOVE	1	6	AS IN PHASE 1	AS IN PHASE 1

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Color Match **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Jan. 1974

Suggested Session Frequency and Length: 3-5 sessions per week.
5-10 minutes per session.

Sequence Designed for: individual ●, ~~group~~ ○, class ○ Instruction.

1. Instructional objectives: in a one to one tutorial the learner will be able to physically match 2x2" square color cards:red, green, blue, yellow, orange, black, white, brown, purple, to their exact duplicate upon verbal request and without assistance.

2. Statement of need/relation to long term goal: this task aids in the development of fine visual discrimination, fine motor coordination(pincer grasp) &eye-hand coordination, which are prerequisites for various pre-vocational activities.

3. Prerequisite skills:
   a. visual discrimination
   b. gross receptive language
   c. ability to pick up and move small cards
   d. attention span of at least five minutes

4. Materials needed:
   large piece of cardboard (10"x12") with 9 color cards 1 each of red, blue, green, yellow, orange, purple, brown, white, black(2"x2") glued to it.
   nine color cards, (2"x2") 1 each of red, blue, green, orange, yellow, purple, black, white, and brown.

5. Means of initial assessment: conduct phase 10 as a pre-test.

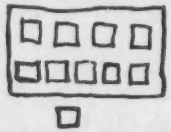
6. Reward/reward schedule: this sequence is designed to use token or social rewards; however others can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 10 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include color matching in group activities
   b. go on to other matching tasks that require more detailed visual discrimination; example-matching pictures, shapes, numbers, etc.
   c. advance to color sorting tasks.

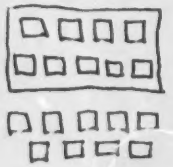
SEQUENCE: Color Matching Program

Author J.E. McCormack

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	SAME AS PHASE 10.							
1	BOARD AND A RED SQUARE		"MATCH THE COLORS"	MATCH THE COLORS BY PLACING 1 ON THE OTHER	4	4	TOKEN AND PRAISE FOR EACH CORRECT RESPONSE.	DEMONSTRATE AND HAVE STUDENT DO FOR PRAISE.
2	BOARD, RED, BLUE	(ONE OF EACH COLOR)	AS ABOVE	AS ABOVE	2	4	REWARD AND LEAVE ITEM ON BOARD	MOVES TO CORRECT PLACE AND SHOW MATCH
3	BOARD, RED, BLUE, GREEN	(ONE OF EACH COLOR)	AS ABOVE	AS ABOVE	2	6	AS ABOVE	AS ABOVE
4	BOARD, RED, BLUE, GREEN, PURPLE	(ONE OF EACH COLOR)	AS ABOVE	AS ABOVE	2	9	AS ABOVE	AS ABOVE
5	BOARD, RED, BLUE, GREEN, PURPLE, ORANGE	(ONE OF EACH COLOR)	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
6	BOARD, RED, BLUE, GREEN, PURPLE, ORANGE, BLACK	(ONE OF EACH COLOR)	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE
7	BOARD, RED, GREEN, PURPLE, BLUE, ORANGE, BLACK, WHITE	(ONE OF EACH COLOR)	AS ABOVE	AS ABOVE	2	14	AS ABOVE	AS ABOVE

SEQUENCE: COLOR MATCHING PROGRAM

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
8	BOARD, AS ABOVE PLUS YELLOW	(ONE OF EACH COLOR)	AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE
9	BOARD, AS ABOVE PLUS BROWN	(ONE OF EACH COLOR)	AS ABOVE	AS ABOVE	2	18	AS ABOVE	AS ABOVE
10	BOARD: ALL NINE COLORS	(ONE OF EACH COLOR) 	AS ABOVE	AS ABOVE	2	18	AFTER EACH RESPONSE ITEM FROM BOARD	SHOW CORRECT PLACE & REMOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Shape Match **Draft #** 3

Author(s): James E. McCormack

Date of This Draft: Jan. 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual XX, ~~xx~~ group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to manually match a circle, square, triangle, star, hexagon, and diamond(cardboard cutouts) to their exact duplicate upon verbal request and without assistance.

2. Statement of need/relation to long range goals: this task assists in the development of fine visual discrimination, fine motor coordination(pincer grasp), and eye-hand coordination. This task is a prerequisite for various academic and pre-vocational skills requiring hand-eye coordination.

3. Prerequisite skills:
   a. visual discrimination
   b. gross receptive language
   c. physically pick up and move small items
   d. attention span of at least five minutes

4. Materials required:
   a. sheet #1- large sheet of cardboard(10"x12") with one red circle, one blue square, one green triangle, one yellow star, one purple hexagon, and one black diamond glued onto it.
   b. one set of 6 cardboard cutout shapes; each one approximately 3"x3": one red circle, one blue square, one green triangle, one yellow star, one purple hexagon, and one black diamond.
   c. one set of 6 cardboard cutout shapes; each one approxiamtely 3"x3"; circle, square, triangle, star, hexagon, diamond, all orange.
   d. sheet #2: large sheet of cardboard(10"x12") with 6 shapes; one or each, circle, square, triangle, star, hexagon, diamond,(all orange) glued on it

5. Means of initial assessment: conduct phase 8B as pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

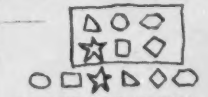
7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 7 minutes or getting 90% or better correct on phase 8B for two consecutive sessions after completing all previous phases.

   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include shape matching in group activities
   b. go on to other matching skills that require more detailed visual discrimination: ie., number match, picture match, currency match.
   c. advance to other tasks in the "shapes" cluster as sorting and recognition

SEQUENCE: SHAPE MATCH

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST: CONDUCT PHASE 8 AS THE PRE-TEST.								
1	SHEET #1 AND MATCHING COLORS.	 PLACE OBJECTS TO BE MATCHED ALL AT THE SAME LEVEL.	"MATCH THE SHAPES."	HAS TO MATCH THE SHAPES.	2	12	REWARD IMMEDIATELY AFTER EACH CORRECT RESPONSE.	IMMED. AFTER EACH INCORRECT RESP., DEMO. THE CORRECT RESP.
2	SHEET #1 AND MATCHING COLORS EXCEPT ORANGE CIRCLE.	AS ABOVE	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE
3	SHEET #1, CIRCLE & SQUARE (ORANGE), REST MATCHING.	AS ABOVE	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE
4	SHEET #1, CIRCLE, SQUARE, & TRIANGLE-ORANGE; REST MATCHING.	AS ABOVE	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE
5	SHEET #1, CIRCLE, SQUARE, TRI., STAR-ORANGE; REST MATCHING.	AS ABOVE	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE

SEQUENCE: SHAPE MATCH

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	SHEET #1, ALL ORANGE BUT HEXAGON	PLACE OBJECTS TO BE MATCHED ALL AT THE SAME LEVEL.	"MATCH THE SHAPES."	HAS TO MATCH THE SHAPES.	2	12	REWARD IMMEDIATELY AFTER EACH CORRECT RESPONSE.	IMMED. AFTER EACH INCORRECT RESP., DEMO. THE CORRECT RESPONSE.
7	SHEET #1, ALL ORANGE MATCHES.	AS ABOVE	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE
8A	SHEET #2, ALL ORANGE MATCHES.	AS ABOVE	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE
8B	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	2	12	REWARD AFTER ALL SHAPES ARE PLACED.	CORRECT AFTER ALL SHAPES ARE PLACED.

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Size Match-Long/Short **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
7-10 **minutes per session.**

Sequence Designed for: individual X, sm group O, class O Instruction.

1. Instructional objective. In a one to one tutorial the learner will be able to independently match objects by size(length) upon request and without assistance.

2. Statement of need/relation to long range goal: this task helps to develop those perceptual flexibility skills necessary in the recognition of similarities and differences in size and in orientation. This skill is also related directly to a number of pre-vocational tasks.

3. Prerequisite skills:
   a. visual discrimination
   b. matching of items not involving spatial relations
   c. auditory discrimination of simple commands
   d. attention span of 5 to 10 minutes
   e. fine motor coordination

4. Materials required:
   a. 6 long wooden building blocks
      6 short wooden building blocks(difference between long and short should be approximately 8")
   b. 6-6" blue ribbons
      6-6" red ribbons
      6-2" white ribbons
      6-2" red ribbons
   c. 1-6" white paper strip, 1" wide
      1-6" blue paper strip, 1" wide
      1-6" red paper strip, 1" wide
      1-6" green paper strip, 1" wide
      1-6" black paper strip, 1" wide
      1-5" white paper strip, 1" wide
      1-5" blue paper strip, 1" wide
      1-5" red paper strip, 1" wide
      1-5" green paper strip, 1" wide
      1-5" black paper strip, 1" wide
   d. 6 long silver screws
      6 short silver screws

5. Means of initial assessment: conduct phase 10 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 7 minutes or getting 90% or better correct on phase 11 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in group situations
   b. advance to other size tasks(big/little, etc.)

SEQUENCE: SIZE MATCH-LONG/SHORT

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST DO PHASE 10					1	10	SOCIAL REINF. AT END. GO TO LONG/SHORT SORT.	NOTHING. BEGIN APPROPR. PHASE OR PREREQUISITE.
1	6 LONG WOODEN BUILDING BLOCKS	1 LONG BLOCK IS USED AS A MODEL. OTHER ARE PLACED BEFORE STUDENT.	SAY, "SORT THE LONG BLOCKS"	MATCHES THE LONG BLOCKS WITH MODEL	2	10	SOCIAL REIN FOR EACH CORRES. PREFERRED REIN. AT END OF SC RESPONSE	CORRECT IMMEDIATELY "THE LONG BLOCK GOES HERE."
2	6 LONG BLOCKS 1 SHORT BLOCK (AT LEAST 6" DIFFERENCE IN LENGTH)	1 LONG, 1 SHORT BLOCK PLACED AS MODELS. OTHERS IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
3	6 LONG BLOCKS 6 SHORT BLOCKS	AS ABOVE	SAY, "SORT THE LONG SHORT BLOCKS."	MATCHES THE BLOCKS.	2	10	AS ABOVE	CORRECT IMMED. "THE LONG/SHORT BLOCK GOES HERE."
4	6-6" LONG BLUE RIBBON 6-2" SHORT WHITE RIBBON	1 LONG BLUE, 1 SHORT WHITE RIBBON AS MODEL. OTHERS MIXED IN FRONT OF STUDENT	"SAY, "SORT THE LONG AND SHORT RIBBON."	MATCHES LONG AND SHORT RIBBON	2	20	SOCIAL REIN EACH CR RESP. PREFERRED RE- INF. AFTER 10TH RESPONSE	AS ABOVE
5	5-6" BLUE RIBBON 5-2" WHITE RIBBON 1-6" RED RIBBON 1-2" RED RIBBON	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE

SEQUENCE: SIZE MATCH-LONG/SHORT

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	4-6"BLUE RIBBON 4-2"WHITE RIBBON 2-6"RED RIBBON 2-2"RED RIBBON	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
7	3-6"BLUE RIBBON 3-2"WHITE RIBBON 3-6"RED RIBBON 2-2"RED RIBBON	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
8	6-6"RED RIBBON 6-2"RED RIBBON	1 LONG, 1 SHORT RIBBON AS MODEL. OTHERS MIXED IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
9	6-6" RED RIBBON 6-4"RED RIBBON	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
10	1-6"WHITE PPR STRIP 1-6"BLUE PPR STRIP 1-6"RED PPR STRIP 1-6"GREEN PPR STRIP 1-6"BLACK PPR STRIP 1-5"WHITE PPR STRTIP 1-5"BLUE PPR STRIP 1-5"RED PPR STRIP 1-5"GREEN PPR STRIP 1-5"BLACK PPR STRIP ALL STRIPS 1"WIDE	1-6",1-5" STRIP AS MODELS. OTHERS MIXED IN FRONT OF STUDENT.	SAY,"SORT THE LONG AND SHORT PAPER."	MATCHES LONG AND SHORT PAPER.	2	20	AS ABOVE	AS ABOVE
11	6 LONG SILVER SCREWS 6 SHORT SILVER SCREWS/	1 LONG,1 SHORT SCREW AS MODELS.OTHERS IN FRONT OT STUDENT.	SAY,"SORT THE LONG + SHORTSCREWS"	MATCHES LONG AND SHORT SCREWS	1	10	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Size Match-Big/Little **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**

7-10 **minutes per session.**

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to independently match objects by size(three dimensional volume) upon request and without assistance.

2. Statement of need/relation to long range goal: this task helps to develop those perceptual flexibility skills necessary in the recognition of similarities and differences in size and in orientation. This skill is also related directly to a number of pre-vocational tasks.

3. Prerequisite skills:
   a. visual discrimination
   b. matching items not requiring spatial relations
   c. auditory discrimination of simple commands
   d. attention span of 5 to 10 minutes
   e. fine motor coordination

4. Materials required:
   a. red paper boxes made from 9x11" colored paper, 1 side is open, size 2x5x7
      1 blue paper box 2x5x7"
      1 green paper box 2x5x7"
      1 white paper box 2x5x7"
      5 white paper boxes made from colored paper, 1 side is open size 1x2x3"
      1 black paper box 1x2x3"
      1 green paper box 1x2x3"
      1 red paper box 1x2x3"
   b. 4 red 1" cubes
      1 blue 1" cube
      1 yellow 1" cube
      1 green 1" cube
      1 orange 1" cube
      4 green mosaic cubes
      1 yellow mosaic cube
      1 blue mosaic cube
      1 orange mosaic cube
      1 red mosaic cube
   c. 5 big buttons
      5 little buttons(difference in diamenter 1/4" or less)
   d. 5 big paper clips 1 1/4" long
      5 little paper clips 1" long

5. Means of initial assessment: conduct phase 14 as pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence or reward schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 14 for two consecutive sessions.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct this task in group situations
   b. advance to other size matching tasks
   c. advance to other big/little tasks

SEQUENCE: SIZE MATCH-BIG/LITTLE

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST DO PHASE 14					1	16	SOCIAL REIN, AT END, GO TO SIZE SORT PRE-TEST.	NOTHING, BEGIN APPROPR. PHASE OR PREREQUISITE PROGRAM.
1	5 RED PAPER BOXES 2x5x7" (BIG)	PLACE 1 BOX AS MODEL PLACE 4 OTHERS IN FRONT OF STUDENT.	SAY, "SORT THE BIG BOXES."	PLACES 4 BOXES WITH MODEL	2	8	SOCIAL REIN, EACH C RESP.	CORRECT IMMED. "THE BIG BOX GOES HERE" (INDICATE)
2 -98-	5 RED BIG BOXES 1 WHITE BOX 1x2x3" (LITTLE)	PLACE 1 BIG BOX AND 1 LITTLE BOX AS MODEL. PLACE 4 RED BOXES IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
3	5 RED BIG BOXES 5 WHITE LITTLE BOXES	PLACE 1 BIG AND 1 LITTLE BOX AS MODELS. 8 OTHER BOXES MIXED IN FRONT OF STUDENT.	SAY, "SORT THE BIG (POINT TO BIG MODEL) AND LITTLE (POINT TO LITTLE) BOXES."	MATCHES 8 BOXES	1	16	SOCIAL REIN, EACH C RESP, PREFERRED RE- INF. AFTER 8TH	CORRECT IMME. "THE BIG (LITTLE) GOES HERE."
4	4 BIG RED BOXES 1 BIG BLUE BOX 5 LITTLE WHITE BOXES	PLACE 1 BIG RED AND 1 LITTLE BOX AS MODELS. OTHER BOXES MIXED IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE
5	3 BIG RED BOXES 1 BIG BLUE BOX 1 BIG GREEN BOX 5 WHITE LITTLE BOXES	AS ABOVE	AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE

SEQUENCE: SIZE MATCH-BIG/LITTLE

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	2 BIG RED BOXES 1 BIG BLUE BOX 1 BIG GREEN BOX 1 BIG WHITE BOX 5 LITTLE WHITE BOXES	AS ABOVE	AS ABOVE	AS ABOVE	1 8	AS ABOVE	AS ABOVE
7	SAME BIG BOXES 4 LITTLE WHITE BOXES 1 LITTLE BLACK BOX	AS ABOVE	AS ABOVE	AS ABOVE	1 8	AS ABOVE	AS ABOVE
8	SAME BIG BOXES 3 LITTLE WHITE BOXES 1 LITTLE BLACK BOX 1 LITTLE GREEN BOX	AS ABOVE	AS ABOVE	AS ABOVE	1 8	AS ABOVE	AS ABOVE
9	SAME BIG BOXES 2 LITTLE WHITE BOXES 1 LITTLE BLACK BOX 1 LITTLE GREEN BOX 1 LITTLE RED	AS ABOVE	AS ABOVE	AS ABOVE	1 8	AS ABOVE	AS ABOVE
10	4 RED 1" CUBES 1 BLUE 1" CUBE 4 GREEN MOSAIC CUBES 1 YELLOW MOSAIC CUBE	1 RED CUBE, 1 GREEN MOSAIC AS MODELS. OTHER MATERIALS MIXED IN FRONT OF STUDENT	SAY, "SORT THE BIG (POINT TO BIG) AND LITTLE (POINT TO LITTLE) CUBES."	MATCHES BIG AND LITTLE CUBES.	1 8	AS ABOVE	AS ABOVE

SEQUENCE: SIZE MATCH-BIG/LITTLE

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
11	3 RED 1" CUBES 1 BLUE 1" CUBE 1 ORANGE 1" CUBE 3 GREEN MOSAIC CUBES 1 YELLOW MOSAIC CUBE 1 BLUE MOSAIC CUBE	AS ABOVE	AS ABOVE	AS ABOVE	1	8	AS ABOVE	AS ABOVE
12	1 RED 1" CUBE 1 BLUE 1" CUBE 1 ORANGE 1" CUBE 1 YELLOW 1" CUBE 1 GREEN 1" CUBE 1 GREEN MOSAIC CUBE 1 BLUE MOSAIC CUBE 1 ORANGE MOSAIC CUBE 1 YELLOW MOSAIC CUBE 1 RED MOSAIC CUBE	AS ABOVE	AS ABOVE	AS ABOVE	1	8	AS ABOVE	AS ABOVE
13	5 BIG BUTTONS 5 LITTLE BUTTONS (NO MORE THAN 1/4" DIFFERENCE IN DIAMETER)	1 BIG AND LITTLE BUTTON AS MODEL. OTHERS MIXED IN FRONT OF STUDENT.	SAY, "SORT THE BIG AND LITTLE BUTTONS."	MATCHES BUTTONS BY SIZE.	1	8	AS ABOVE	AS ABOVE
14	SAME AND 5 BIG AND 5 LITTLE PAPER CLIPS	1 BIG BUTTON + PAPER CLIP, 1 LITTLE BUTTON AND PAPER CLIP AS MODELS. OTHERS MIXED IN FRONT OF STUDENT.	SAY, "SORT THE BI[illegible]CHES AND LITTLE OB[illegible]ECTS."		1	16	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Number Match **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Feb. 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual x, **group** O, **class** O **Instruction.**

1. Instructional objective: in a one to one tutorial situation the learner will be able to manually match number cards 1-12 to their exact duplicate upon verbal request and without assistance from the teacher(see#7 for success criteria).

2. Statement of need/relation to long term goal: this task requires the development of fine visual discrimination, fine motor coordination(pincer grasp)and hand/eye coordination skills. This task is one of the first in the use of number skill cluster.

3. Prerequisite skills:
   a. fine visual discrimination
   b. gross receptive language
   c. attention span of 5 to 10 minutes
   d. pick up and move number cards

4. Materials required:
   a. one large cardboard paper(10"x12") with numbers 1-12(written on circular shape pieces of paper(1 1/2" in diameter) glued to it.
   b. 12 circualr shape cut pieces of paper(1 1/2" in diameter) each one bearing one number(between 1 and 12) on it.
   c. one large cardboard paper(5"x6") with numbers 1,8,5(written on circular shape cut pieces of paper 1 1/2" in diameter) glued to it.
   d. large piece of cardboard 6"x8" with numbers 1,8,5,4,6,12,(written on circular shape cut pieces of paper 1 1/2" in diameter)glued to it.
   e. large piece of cardboard 10"x12" with numbers 1,8,5,4,9,12,10,2,3,11, (written on circular shape cut pieces of paper 1 1/2" in diameter) glued to it.

5.Means of initial assessment: pretest; see sequence record.

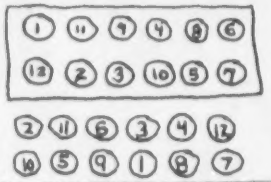
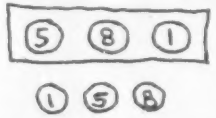
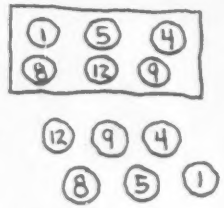
6. Reward/reward schedule: this sequence is designed to use preferred rewards;however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pretest in less than 10 minutes or getting 90% or better correct on phase 4 for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include number matching in group activities.
   b. progress to other matching tasks that require more detailed visual discriminatin, ie., currence match, picture match.
   c. conduct pretest once every month for four months and then once every 3 months for one year.

SEQUENCE: NUMBER MATCH

Author J. E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	CARD WITH NUMBERS 1-12 WRITTEN ON IT INDIVIDUAL MUNBERS WRITTEN ON CIRCULAR SHAPE CUT PIECES OF PAPER.	STUDENT SITS WITH MATERIALS ON DESK IN FRONT OF HIM.	"MATCH THE NUMBERS" 	PICK UP NUMBER CIRCLES AND PLACE THEM ON THE PROPER CARD NUMBER.	1	12	WAIT TILL ALL NUMBERS ARE PLACED GIVE REWARD FOR EACH CORRECT RESPONSE.	NOTHING.
1A -91-	CARD WITH NUMBERS 1,8, 5 WRITTEN ON IT. INDIVIDUAL NUMBERS WRITTEN ON CIRCULAR CUT PIECES OF PAPER, ALSO NUMBERS 1,8,5	STUDENT SITS WITH MATERIALS ON DESK IN FRONT OF HIM. 	AS ABOVE	AS ABOVE	2	6	AFTER EACH CORRECT RESPONSE, GIVE REWARD.	"NO, IT GOES HERE" SHOW HIM. REPEAT COMMAND GIVE SOCIAL PRAISE FOR CORRECT RESPONSE.
1B	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE		AFTER ALL NUMBERS ARE PLACED, GIVE REWARD FOR EACH CORRECT RESPONSE.	AFTER ALL NUMBERS ARE PLACED, POINT OUT ERRORS, ASSIST TO MAKE CORRECT RESP. SOCIAL PRAISE
2	CARD WITH NUMBERS: 1,8,5, 4,9,12 WRITTEN ON IT. SAME NUMBERS ON CIRCULAR CARDS.		AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER MATCH

Author J.E. McCORMACK

Page 2 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
3	CARD WITH NUMBERS: 1,8,5, 4,9,10,2,3,11, 12 WRITTEN ON IT. SAME NUMBERS WRITTEN ON INDIVIDUAL CIRCULAR CUT PIECES OF PAPER.	STUDENT SITS WITH MATERIALS ON DESK IN FRONT OF HIM (1) (4) (11) (3) (9) (12) (6) (5) (2) (10) (4) (9) (2) (3) (8) (12) (5) (10) (11) (1)	AS ABOVE	AS ABOVE	1 10	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Word Match **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, ○ group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to match 21 functional words upon verbal command and without assistance.

2. Statement of need/relation to long range goals: this pre-academic task is a prerequisite to recognition of functional words and subsequent improved mobility in the community. The task builds the student's vocabulary and improves perception skills.

3. Prerequisite skills:
   a. visual discrimination
   b. auditory discrimination or receptive manual communicative skills
   c. physically move or pick up objects (pincer grasp)
   d. matches upper-case letters
   e. attention span of at least five minutes

4. Materials required:
   a. two sets of the following upper-case words, 1/2" high, centered on 3"x5" cards, all in black- MEN, WOMEN, RESTROOM, WALK, DON'T WALK, ENTRANCE, EX.T, PULL, PUSH, OPEN, CLOSED, KEEPOUT, NO TRESPASSING, GENTLEMEN, LADIES, TOILET, WAIT, POISON, IN, OUT, DANGER.
   b. two sets of the following upper-case words in blue-WOMEN, CLOSED, LADIES, POISON.
   c. two sets of the following upper-case words in red-KEEPOUT, OUT.
   d. two sets of the following upper-case words in yellow-NO TRESPASSING, DANGER.
   e. two sets of the follosing upper-case words- WOMEN(W in blue, OMEN in black), LADIES (L in blue, ADIES in black), PUSH (S in blue, PU H in black), KEEPOUT (K in red, EEPOUT in black), OUT (O in red, UT in black), NO TRESPASSING (N in yellow, O TRESPASSING in black), DANGER (D in yellow, ANGER in black).

5. Means of initial assessment: conduct pretest in sequence record.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 6 minutes or getting 90% or better correct on phase 8 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include word match in group activities
   b. conduct word match activities in workbook
   c. present new words to match
   d. construct games incorporating matching words to signs in environment to conduct during small group activities.

SEQUENCE: WORD MATCH

Author E. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	2 SETS OF ALL 21 WORDS ON 3x5 CARDS(ALL BLACK)	PLACE IN FRONT OF STUDENT.	"MATCH THE WORDS."	MATCHES THE WORDS.	1	21	SOCIAL REIN- FORCEMENT AT END OF PHASE GO ON TO WORD SORT.	NOTHING.BEGIN APPROPR. PHASE OR PREREQ. PROGRAM.
1A	WORDS ON 3x5 CARDS, 1/2" HIGH,UPPER-CASE--2 MEN (BLACK);2 RESTROOM(BLACK), 2 WOMEN(BLUE).	PLACE WORDS IN ROW IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	3	9	SOCIALLY RE- INF. EACH CORRECT RESP. PREFERRED RE- WARD AT END.	REMOVE INCOR- RECT MATCH & GIVE TO STU- DENT TO DO AGAIN.IF STU- DENT BEGINS TO MAKE INCOR- RECT RESP, CUE HIM TO CORRECT RESP. CHOICE.
1B	2 MEN-BLACK 2 RESTROOM-BLACK, 2 WO-MEN-W IN BLUE, OMEN IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	9	AS ABOVE	AS ABOVE
1C	2 MEN,2 REST- ROOM, 2 WO-MEN.ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	9	AS ABOVE	AS ABOVE
1D	2 MEN,2 REST- ROOM,2WOMEN, 1 OUT,1 WAIT, 1 ENTRANCE, ALL IN BLACK.	PLACE 6 WORDS IN ROW.PLACE 3 TO BE MATCHED IN FRONT OF STUDENT.	AS ABOVE	MATCHES MEN, RESTROOM, WOMEN.	3	9	AS ABOVE	AS ABOVE

SEQUENCE: WORD MATCH

Author E. HELMSTETTER Page 2 of 5

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
2A	2 WALK, 2 DON'T WALK, ALL IN BLACK	PLACE IN FRONT OF STUDENT.	AS ABOVE	MATCHES THE WORDS.	4	8	AS ABOVE	AS ABOVE
2B	2 WALK, 2 DON'T WALK, 1 WAIT, 1 KEEPOUT. ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	6	AS ABOVE	AS ABOVE
PROBE 1	2 MEN, 2 WOMEN, 2 RESTROOM, 2 WALK, 2 DON'T WALK. ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
3A	2 ENTRANCE, 2 EXIT. ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	4	8	AS ABOVE	AS ABOVE
3B	2 ENTRANCE, 2 EXIT, 1 REST-ROOM, 1 WAIT. ALL IN BLACK	AS ABOVE	AS ABOVE	AS ABOVE	3	6	AS ABOVE	AS ABOVE
4A	2 PULL-BLACK, 2 PUSH- PU H IN BLACK, S IN BLUE.	AS ABOVE	AS ABOVE	AS ABOVE	4	8	AS ABOVE	AS ABOVE
4B	2 PULL, 2 PUSH. ALL IN BLACK	AS ABOVE	AS ABOVE	AS ABOVE	4	8	AS ABOVE	AS ABOVE

SEQUENCE: WORD MATCH

Author E. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4C	2 PULL, 2 PUSH, 1 POISON, 1 OPEN. ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	6	AS ABOVE	AS ABOVE
PROBE II	2 MEN, 2 WOMEN, 2 RESTROOM, 2 WALK, 2 DON'T WALK, 2 ENTRANCE, 2 EXIT, 2 PUSH, 2 PULL. ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	1	9	AS ABOVE	AS ABOVE
5A	2 OPEN(BLACK); 2 CLOSED(BLUE); 2 KEEPOUT(RED); 2 NO TRESPASSING (YELLOW).	AS ABOVE	AS ABOVE	AS ABOVE	3	12	AS ABOVE	AS ABOVE
5B	2 OPEN(BLACK); 2 CLOSED(BLACK); 2 KEEPOUT(K IN RED, EEPOUT IN IN BLACK); 2 NO TRESPASSING (N IN YELLOW, O TRESPASSING IN BLACK).	AS ABOVE	AS ABOVE	AS ABOVE	3	12	AS ABOVE	AS ABOVE
5C	2 OPEN, 2 CLOSED, 2 KEEPOUT. ALL IN BLACK. 2 NO TRESPASSING(N IN YELLOW, O TRESPASSING IN BLACK).	AS ABOVE	AS ABOVE	AS ABOVE	3	12	AS ABOVE	AS ABOVE

SEQUENCE: WORD MATCH

Author E. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
5D	2 OPEN, 2 CLOSED, 2 KEEPOUT, 2 NO TRESPASSING, ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	12	AS ABOVE	AS ABOVE
6A	2 GENTLEMEN, 2 TOILET, ALL IN BLACK. 2 LADIES-BLUE.	AS ABOVE	AS ABOVE	AS ABOVE	3	9	AS ABOVE	AS ABOVE
6B	2 GENTLEMEN, 2 TOILET, ALL IN BLACK. 2 LADIES-L IN BLUE, ADIES IN IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	9	AS ABOVE	AS ABOVE
6C	2 GENTLEMEN, 2 TOILET, 2 LADIES. ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	9	AS ABOVE	AS ABOVE
PROBE III	2 OPEN, 2 CLOSED, 2 KEEPOUT, 2 NO TRESPASSING, 2 TOILET, 2 LADIES, 2 GENTLEMEN. ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	2	14	AS ABOVE	AS ABOVE
7A	2 WAIT(BLACK), 2 POISON(BLUE), 2 IN(BLACK), 2 OUT(RED), 2 DANGER(YELLOW).	AS ABOVE	AS ABOVE	AS ABOVE	3	15	AS ABOVE	AS ABOVE

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SEQUENCE: WORD MATCH

Author F. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
7B	2 WAIT,2 POISON, 2 IN,ALL IN BLACK. 2 OUT-O IN RED, UT IN BLACK, 2 DANGER- D IN YEL- LOW,ANGER IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	15	AS ABOVE	AS ABOVE
7C	2 WAIT,2 POISON, 2 IN, 2 OUT, ALL IN BLACK. 2 DANGER-D IN YELLOW,ANGER IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	15	AS ABOVE	AS ABOVE
7D	2 WAIT,2 POISON, 2 IN, 2 OUT,2 DANGER.ALL IN BLACK.	AS ABOVE	AS ABOVE	AS ABOVE	3	15	AS ABOVE	AS ABOVE
8	CONDUCT PRE-TEST.							

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Days of the Week Match **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Nov. 1973

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual X group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to physically match pictures to an exact duplicate upon verbal request and without assistance.

2. Statement of need/relation to long term goal: this task requires the development of fine visual discrimination, fine motor coordination and hand/eye coordination. This task is a prerequisite for more advanced matching skills

3. Prerequisite skills:
   a. auditory discrimination
   b. visual discrimination
   c. attention span of at least ten minutes
   d. can match letters

4. Materials required:
   a. set of days of the week cards. 2x6" days printed in black.
   b. one card with Monday and Friday printed on it.
   c. one card with Monday through Friday printed on it.
   d. one card with all days printed on it.

5. Means of initial assessment: conduct phase 5 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

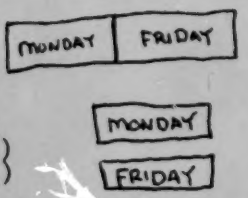
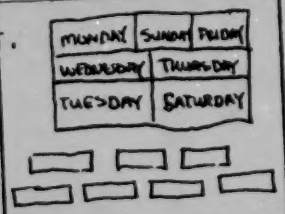
7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 5 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. advance to more complex matching tasks
   b. include this task in group activities
   c. advance to days of the week sorting sequence

SEQUENCE: DATE MATCH

Author J.E. McCORMACK

Page 1 of 1

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1	1 CARD WITH MON. ON IT (RED), 1 CARD WITH FRI. ON IT (BLUE), CARD WITH MON. (RED) AND FRI. (BLUE) ON IT.		"MATCH THE DAYS, PUT MON. ON MON. AND PUT FRI. ON FRI. LIKE THIS. DEMONSTRATE AND THEN PUT CARDS BACK TO STARTING POSITION. "NOW YOU MATCH THE DAYS."	MATCHES DAYS	3	6	AFTER EACH CORRECT RESP. GIVE TOKEN AND SOCIAL PRAISE.	SHOW STUDENT THE CORRECT RESP. AND HELP HIM DO IT. NAME THE DAY AS YOU SHOW HIM.
2	AS ABOVE	AS ABOVE	NO DEMONSTRATION. "MATCH THE DAYS, PUT MON. ON MON. AND PUT FRI. ON FRI."	AS ABOVE	3	6	AS ABOVE	AS ABOVE
3	MON. AND FRI. CARDS BOTH PRINTED IN RED.	AS ABOVE	AS ABOVE	AS ABOVE	3	6	AS ABOVE	AS ABOVE
4	CARDS MON.-FRI. LARGE CARD WITH DAYS MON.-FRI. PRINTED ON IT (ALL IN RED)		"MATCH THE DAYS"	AS ABOVE	2	10	AS ABOVE	AS ABOVE
5	CARDS SUN-SAT.		AS ABOVE	AS ABOVE	2	14	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Currency Match **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Jan. 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, ■■ group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to manually match a quarter, nickel, dime, and penny to its exact duplicate upon verbal request and without assistanc.

2. Statement of need/relation to long-term goals: this task requires fine visual discrimination, fine motor coordination (pincer grasp), eye-hand coordination and is an initial skill in the use of money skill cluster.

3. Prerequisite skills:
   a. fine visual discrimination
   b. gross receptive language
   c. can pick up and move coins
   d. attention span of at least five minutes

4. Materials required:
   a. 1 blue coin card (2"x4") with one quarter glued on it.
   b. 2 quarters glued on blue circles.
   c. 1 red coin card (2"x4") with one dime glued on it.
   d. 2 dimes glued on red circles.
   e. 1 green coin card (2"x4") with one nickel glued on it.
   f. 2 nickels glued on green circles.
   g. 1 yellow coin card (2"x4") with one penny glued on it.
   h. 2 pennies glued on yellow circles.
   i. 2 quarters
   j. 2 dimes
   k. 2 nickels
   l. 2 pennies
   m. 4 white coin cards(2"x4") each one with a different coin glued on it: quarter, dime, nickel, penny.

5. Means of initial assessment: conduct phase 14E as a pre-test.

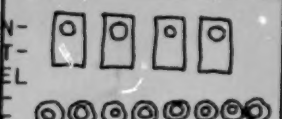
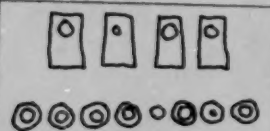
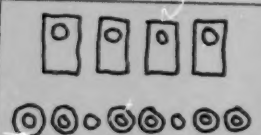
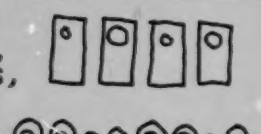
6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 10 minutes or getting 90% or better correct on phase 14e for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include currency matching in group activities
   b. progress to other matching tasks that require more detailed visual discrimination; ie. matching nuts and bolts, matching different sized screws matching alphabet letters.
   c. advance to coin sorting tasks.

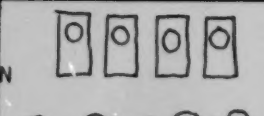
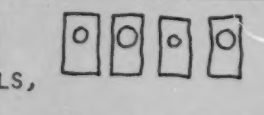
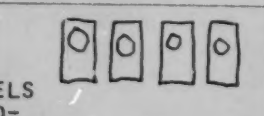
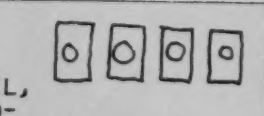
SEQUENCE: CURRENCY MATCH

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE TEST	CONDUCT PHASE 13 PROCEDURES AS THE PRE-TEST						
1	DIME CARD, PENNY CARD, QUARTER CARD, NICKEL CARD, ALL COLOR CODED. 2 OF EACH COIN COLORED CODED.		"MATCH THE COINS"	MATCH COINS	2 16	PREFERRED REWARD AFTER EACH CORRECT RESPONSE	CORRECT AFTER EACH INCORRECT RESP., "NO, THIS GOES HERE."
2	AS IN PHASE 1 EXCEPT 1 QUARTER IS NOT COLOR CODED		AS ABOVE	AS ABOVE	2 16	AS ABOVE	AS ABOVE
3	AS IN PHASE 1 EXCEPT THE QUARTERS ARE NOT COLOR CODED		AS ABOVE	AS ABOVE	2 16	AS ABOVE	AS ABOVE
4	COLOR CODE: 4 COIN CARDS, DIMES, NICKELS, & 1 PENNY. NOT CODED: 2 QUARTERS & 1 PENNY		AS ABOVE	AS ABOVE	2 16	AS ABOVE	AS ABOVE

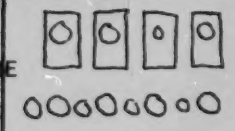
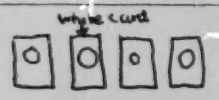
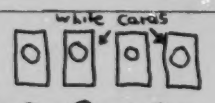
SEQUENCE: CURRENCY MATCH

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
5	COLOR CODED CARDS, COLOR CODED: 4 COIN CARDS, DIMES, NICKELS NOT COLOR CODED: 2 QUARTERS, 2 PENNIES		AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE
6	CODED COIN CARDS; COLOR CODED 2 NICKELS, 1 DIME. NOT COLOR CODED: 1 DIME, 2 QUARTERS, 2 PENNIES.		AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE
7	CODED COIN CARDS: COLOR CODED: 2 NICKELS NOT COLOR CODED: 2 DIMES, 2 QUARTERS, 2 PENNIES.		AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE
8	CODED COIN CARDS: COLOR CODED: 1 NICKEL, NOT COLOR CODED: 1 NICKEL, 2 DIMES, 2 PENNIES, 2 QUARTERS.		AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE

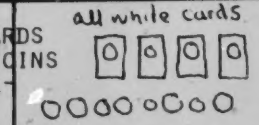
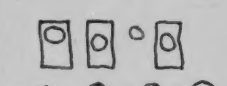
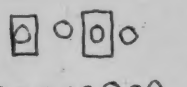
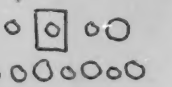
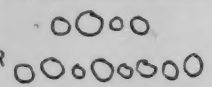
SEQUENCE: CURRENCY MATCH

Author J.E.McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
9	COLOR CODED COIN CARDS. THE COINS ARE NOT COLOR CODED.		AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE
10	COLOR CODED COIN CARDS FOR DIME, NICKEL, & PENNY. NON-CODED COINS. WHITE COIN CARD FOR QUARTER.		AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE
11	COLOR CODED COIN CARDS FOR DIME & NICKEL. WHITE COIN CARDS FOR QUARTER AND PENNY. NON-CODED COINS.		AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE
12	COLOR CODED COIN CARDS FOR NICKEL. WHITE COIN CARDS FOR DIME, PENNY & QUARTER. REGULAR NONCODED COINS.		AS ABOVE	AS ABOVE	2	16	AS ABOVE	AS ABOVE

SEQUENCE: CURRENCY MATCH

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
13	ALL COIN CARDS ARE WHITE. COINS ARE NOT COLOR CODED.	all white cards 	AS ABOVE	AS ABOVE	2 16	AS ABOVE	AS ABOVE
14A	DIME, NICKEL, QUARTER ON WHITE CARDS. PENNY NOT ON CARD. COINS ARE NOT COLOR CODED.		AS ABOVE	AS ABOVE	2 16	AS ABOVE	AS ABOVE
14B	DIME & NICKEL ON WHITE CARDS. PENNY, QUARTER NOT ON CARDS. COINS ARE NOT COLOR CODED.		AS ABOVE	AS ABOVE	2 16	AS ABOVE	AS ABOVE
14C	NICKEL ON CARD, OTHERS NOT. COINS NOT COLOR CODED.		AS ABOVE	AS ABOVE	2 16	AS ABOVE	AS ABOVE
14D	NONE ON CARDS. COINS NOT COLOR CODED.		AS ABOVE	AS ABOVE	2 16	AS ABOVE	AS ABOVE
14E	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	2 16	REWARD AFTER ALL COINS ARE PLACED.	CORRECT AFTER ALL COINS ARE PLACED.

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Sorting Objects **Draft #** 1

Author(s): James E. McCormack

Date of This Draft: Dec. 1973

Suggested Session Frequency and Length: 4-5 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to sort various objects upon verbal command and without assistance.

2. Statement of need/relation to long range goal: this sequence, which combines many of the individual sorting sequences is intended to assist the learner to rapidly acquire the sorting skills necessary for homekeeping or workshop activities.

3. Prerequisite skills:
   a. matching objects
   b. attention span of at least four minutes

4. Materials required: see sequence record.

5. Means of initial assessment: conduct phase 13b as a pre-test.

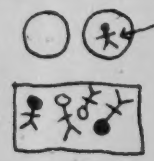
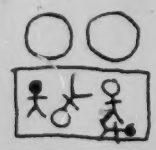
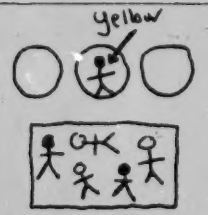
6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 15 minutes or getting 90% or better correct on phase 13b for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. see sequence post-test
   b. advance to various pre-vocational sorting tasks

SEQUENCE: SORTING

Author J.E. McCORMACK Page 1 of 4

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1A	6 RED TOYS 5 BLUE TOYS 1 BOX, 2SM. CONTAINERS		"SORT THE TOYS"	PUT RED IN WITH RED SAMPLE, PUT BLUE IN OTHER	1	10	GIVE PREF. REWARD+SOCIAL PRAISE AFTER EACH CORRECT RESPONSE	PUT TOY INTO CORRECT CONTAINER AND TELL WHY.
1B	5 RED TOYS 5 BLUE TOYS 1 BOX, 2 SM. CONTAINERS		"SORT THE TOYS"	PUT ALL RED IN 1 CONTAINER, ALL BLUE IN THE OTHER	1	10	AS ABOVE	AS ABOVE
1C	AS ABOVE	AS ABOVE	"SORT THE TOYS"	AS ABOVE	1	10	AFTER LEARNER HAS PLACED ALL TOYS GIVE PREF. REWARD AND SP FOR EACH CORRECTLY PLACED TOY	AFTER ALL PLACED TAKE OUT INCORRECT, PLACE IN CORRECT CONTAINER AND TELL WHY. DO BEFORE REWARD.
2	10 RED TOYS 10 BLUE TOYS 1 BOX, 2 CONTAINERS	AS ABOVE, EXCEPT 20 TOYS IN CONTAINER	AS ABOVE	AS ABOVE	1	20	AS ABOVE	AS ABOVE
3A	5 RED TOYS 5 BLUE TOYS 6 YELLOW " 1 BOX, 3 CONTAINERS		AS ABOVE	PUT YELLOW IN WITH YELLOW SAMPLE + BLUE WITH BLUE, RED WITH RED	1	15	AS ABOVE	AS ABOVE

SEQUENCE: SORTING

Author J.E. McCORMACK

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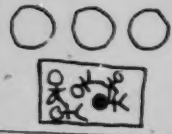
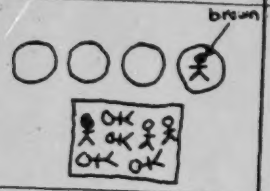
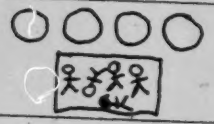
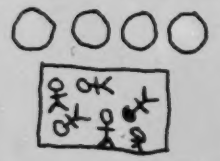
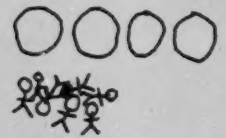
PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
3B	AS ABOVE, EXCEPT ONLY 5 YELLOW		"SORT THE TOYS"	AS ABOVE, EXCEPT NO YELLOW SAMPLE	1	15	AS ABOVE	AS ABOVE
4	10 RED TOYS 10 BLUE TOYS 10 YEL. TOYS 1 BOX 3 CONTAINERS		AS ABOVE	AS ABOVE	1	30	AS ABOVE	AS ABOVE
5	5 BLUE TOYS 5 RED TOYS 5 YEL. TOYS 5 BRWN. TOYS 1 BOX 4 CONTAINERS		AS ABOVE	PUT BRWN. WITH BRWN. SAMPLE, BLUE WITH BLUE, RED WITH RED, YELL. WITH YELL.	1	20	AS ABOVE	AS ABOVE
6	AS ABOVE, EXCEPT ONLY 5 BROWN		AS ABOVE	AS ABOVE, EXCEPT NO BRWN. SMPLE.	1	20	AS ABOVE	AS ABOVE
7	10 BLUE TOYS 10 RED TOYS 10 YEL. TOYS 10 BRWN. TOYS 1 BOX 4 CONTAINERS		AS ABOVE	AS ABOVE	1	40	AS ABOVE	AS ABOVE
8	AS ABOVE, EXCEPT NO BOX		AS ABOVE	AS ABOVE	1	40	AS ABOVE	AS ABOVE

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SEQUENCE: SORTING

Author J.E. McCORMACK

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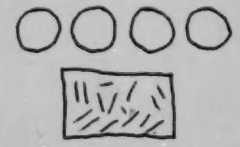
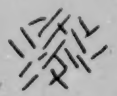
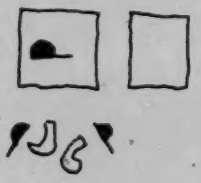
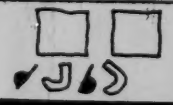
PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
9	10 RED TOYS 10 BLUE TOYS 10 YELL. TOYS 10 BRWN. TOYS		"SORT THE TOYS"	AS ABOVE	1	40	AS ABOVE	AS ABOVE
10A	10 RED PEGS 10 BLUE PEGS 10 YELL. PEGS 10 BRWN. PEGS 1 BOX 4 CONTAINERS		"SORT THE PEGS"	AS ABOVE	1	40	AS ABOVE	AS ABOVE
10B	AS ABOVE, EXCEPT, NO BOX.		AS ABOVE	AS ABOVE	1	40	AS ABOVE	AS ABOVE
10C	10 RED PEGS 10 BLUE PEGS 10 YEL. PEGS 10 BRWN. PEGS		AS ABOVE	AS ABOVE	1	40	AS ABOVE	AS ABOVE
12A	6 HATS, 5 SOCKS, 2 CONTAINERS		"SORT THE CLOTHES"	PUT THE HATS WITH THE SAMPLE HAT AND SOCKS ALL IN OTHER CONTAINER	1	10	PREF. REWARD AND SOCIAL PRAISE AFTER EACH CORRECT RESPONSE	CORRECT AFTER EACH INCORRECT BY PUTTING IN CORR. CONT. TELL WHY.
12B	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	1	10	AFTER ALL CLOTHES ARE PLACED GIVE PREF. REWARD +SOC. PRAISE	AS ABOVE, DO THIS BEFORE REWARD ACTION
12C	AS ABOVE		AS ABOVE	AS ABOVE	1	10		

SEQUENCE: SORTING

Author J.E. McCORMACK

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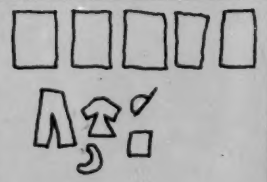
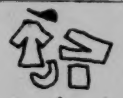
PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
13A	5 HATS 5 SOCKS 5 PANTS 5 SHIRTS 5 TOWELS 5 CONTAINERS		"SORT THE CLOTHES"	AS ABOVE + OTHER ITEMS TOGETHER	1	25	AS ABOVE	AS ABOVE
13B	AS ABOVE, EXCEPT NO CONTAINERS		AS ABOVE	AS ABOVE	1	25	AS ABOVE	AS ABOVE
POST-TEST -112-	TEST ABILITY TO SORT ITEMS LIKE, BOLTS, COINS, LETTERS, NUMBERS, WORDS USING PROCEDURES IN PHASE 13.							

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Pick out the Broken Item **Draft #** 2

Author(s): Jean Wilson

Date of This Draft: Nov. 1973

Suggested Session Frequency and Length: 4-5 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual ●, ☐ group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to separate broken from non-broken items without assistance.

2. Statement of need/relation to long range goal: this task helps prepare the learner for a number of possible workshop activities.

3. Prerequisite skills:
   a. match small objects
   b fine motor control
   c. attention span of five minutes

4. Materials required: see sequence record

5. Means of initial assessment: conduct phase 13 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

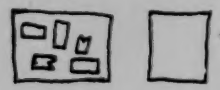
7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 15 minutes or getting 90% or better correct on phase 13 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in pre-vocational setting
   b. advance to other tasks requiring the identification of differences.

SEQUENCE: PICK OUT THE BROKEN

Author JEAN WILSON

Page 1 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1	FLAT BOX, REGULAR BOX, 10 BLUE LOTTO BLOCKS, 2 WHITE PIECES OF LOTTO	ALL BLOCKS IN FLAT BOX, NEXT TO SECOND BOX, PUT IN FRONT OF CHILD 	TELL CHILD, "PICK OUT THE BROKEN"	CHILD MUST PICK OUT THE BROKEN ONES +PUT IN TALL BOX	2 TRIALS OF EACH BROKEN ITEM HAVE CHILD PUT ITEMS IN BOX, YOU TAKE OUT AGAIN, + PUT BACK IN FLAT BOX AND MIX UP WITH OTHER ITEMS- REPEAT.	TOKEN FOR EACH BROKEN PIECE IN TALL	SHOW CHILD IMMED. WHAT HE DID WRONG AND HAVE CHILD REPEAT, GIVE SOCIAL PRAISE.
2 -114-	10 BLUE LOTTO BLOCKS, 5 WHITE BROKEN LOTTOS SAME BOXES	AS ABOVE	AS ABOVE	AS ABOVE	1 5	AS ABOVE	AS ABOVE
3 A	10 BLUE LOTTOS 10 BROKEN WHITE LOTTOS	AS ABOVE	AS ABOVE	AS ABOVE	1 10	AS ABOVE	AS ABOVE
3B	10 WHITE LOTTOS 10 BROKEN WHITE LOTTOS	AS ABOVE	AS ABOVE	AS ABOVE	1 10	AS ABOVE	AS ABOVE
4	10 YELLOW CRAYONS, 5 BROKEN COLORED CRAYONS, SAME BOXES	AS ABOVE	AS ABOVE	AS ABOVE	1 5	AS ABOVE	AS ABOVE
5	10 COLORED CRAYONS, 5 BROKEN COLORED CRAYONS, SAME BOXES.	AS ABOVE	AS ABOVE	AS ABOVE	1 5	AS ABOVE	AS ABOVE

SEQUENCE: PICK OUT THE BROKEN

Author J. WILSON

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	10 COLORED CRAYONS, 10 BROKEN COLORED CRAYONS, SAME BOXES.	AS ABOVE	AS ABOVE	AS ABOVE	1	10	AS ABOVE	AS ABOVE
7	8 PINK PLASTIC SPOONS, 2 PIECES BLUE BRACELET, SAME BOXES.	AS ABOVE	AS ABOVE	AS ABOVE	1	4	AS ABOVE	AS ABOVE
8	8 PLASTIC SPOONS 4 PIECES OF BRACELET, SAME BOXES	AS ABOVE	AS ABOVE	AS ABOVE	1	4	AS ABOVE	AS ABOVE
9	8 LONG WOODEN STICKS, 4 PIECES BROKEN STICKS, SAME BOXES	AS ABOVE	AS ABOVE	AS ABOVE	1	4	AS ABOVE	AS ABOVE
10	4 LONG WOOD STICKS, 4 SPOONS, 2 BROKEN STICKS, 2 PIECES BRACELET, SAME BOXES	AS ABOVE	AS ABOVE	AS ABOVE	1	4	AS ABOVE	AS ABOVE
11	4 LONG STICKS 4 SPOONS, 4 COLORED CRAYONS, 2 BROKEN STICKS, 2 PIECES BRACELET, 2 BROKEN COLORED CRAYONS, BOXES	AS ABOVE	AS ABOVE	AS ABOVE	1	6	AS ABOVE	AS ABOVE

SEQUENCE: PICK OUT THE BROKEN

Author J. WILSON

Page 3 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
12	2 LONG STICKS 2 SPOONS, 2 COLORED CRAYONS, 2 LOTTO BLOCKS, 1 BROKEN STICK, 1 BROKEN BRACELET, 1 BROKEN CRAYON, 1 BROKEN LOTTO, SAME BOXES	AS ABOVE	AS ABOVE	AS ABOVE	1	4	AS ABOVE	AS ABOVE
13	4 LONG STICKS 4 SPOONS, 4 COLORED CRAYONS, 4 LOTTO BLOCKS, 2 BROKEN STICKS, 2 " BRACELET, 2 " CRAYONS 2 " LOTTOS	AS ABOVE	AS ABOVE	AS ABOVE	1	8	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Picture Sort **Draft #** 3

Author(s): Amanda Chalmers

Date of This Draft: Nov. 1975

Suggested Session Frequency and Length: 3-5 sessions per week.
3-10 minutes per session.

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to physically sort pictures (toothbrush, comb, apple, flower, television, into pencil, spoon, dog and bus) into duplicate piles upon verbal request and without assistance.

2. Statement of need/relation to long term goal: this task requires the development of fine visual discrimination, fine motor coordination(pincer grasp) and eye/hand coordination skills and is a prerequisite for pre-vocational skill development.

3. Prerequisite skills:
   a. matches these pictures
   b. visual discrimination
   c. gross receptive language
   d. attention span of at least five minutes

4. Materials required: large piece of cardboard (12"x12") with 10 borders drawn to the exact size of the pictures(2"x2") in black ink, large piece of cardboard(12"x12") with 8 borders drawn to the exact size of the pictures(2"x2") in black ink, large piece of cardboard (12"x12") in black ink, large piece of cardboard(12"x12") with one border etc., large piece of cardboard (12"x12") 30 pictures (2"x2") 3 each of:

toothbrush	man		flower
comb		pencil	television
apple	spoon	dog	bus

5. Means of initial assessment: see pre-test, in sequence.

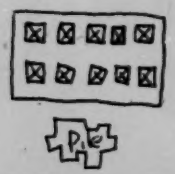
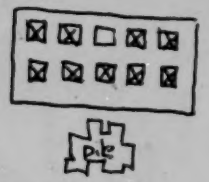
6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 10 minutes or getting 90% or better correct on phase 10 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include picture sorting skill in group activities
   b. go on to other sorting skills that require more detailed visual discrimination example, sorting currency, sorting nuts and bolts, sorting different sized screws, sorting by alphabet, filing, etc.
   c. advance to other tasks involving the picture cluster.

SEQUENCE: PICTURE SORT

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	3 EACH PICTURE OF: MAN, TOOTHBRUSH, PENCIL, COMB, SPOON, APPLE, DOG, FLOWER, TV, BUS	PLACE ALL 20 PICTURES IN PILE IN FRONT OF STUDENT	"SORT THE PICTURES"	SORT PICTURE INTO 10 GROUPS OF 3 IDENTICAL PICTURES EACH.	1	30	SOCIAL PRAISE	SAY NOTHING
1 -8II-	LARGE CARD WITH 10 BORDERS DRAWN TO THE EXACT SIZE OF THE PICTURES: 3 EACH OF ABOVE BLANK	PLACE CARD ON TABLE IN FRONT OF STUDENT LAY 10 PICTURES (1 OF EACH) ON CARD WITHIN BORDERS. PLACE REMAINING 20 PICTURES IN PILE IN FRONT OF STUDENT.	AS ABOVE 	LAY EACH PICTURE ON TOP OF ITS MATCH.	1	20	SOCIAL PRAISE AND PREFERRED REINF. AFTER EACH CR. THEN REMOVE CARD	SAY "NO"- DEMONSTRATE CORRECT RESP PERMIT STUDENT TO MAKE CR. GIVE PRAIS AND THEN REMOVE CARD.
2	AS ABOVE	PLACE CARD ON TABLE IN FRONT OF STUDENT LAY 9 PICTURES (1 OF EACH) ON CARD WITHIN BORDERS. PLACE REMAINING 21 PICTURES IN PILE IN FRONT OF STUDENT.	AS ABOVE 	SAME AS PHASE 1	1	21	THE FIRST TIME THE STUDENT PLACES MISSING PICTURE IN BLANK DO NOT REMOVE	AS ABOVE
3	AS ABOVE	PLACE CARD ON TABLE IN FRONT OF STUDENT, LAY 8 PICTURES (1 OF EACH) IN CARD WITHIN BORDERS PLACE REMAINING 22 PICTURES IN PILE IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	22	AS ABOVE	AS ABOVE

SEQUENCE: PICTURE SORT

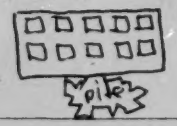
Author A. CHALMERS Page 2 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	AS ABOVE	SAME-LAY OUT 6 CARDS ON BORDER CARD	AS ABOVE	AS ABOVE	1	24	AS ABOVE	AS ABOVE
5	AS ABOVE	SAME-LAY OUT 4 CARDS WITHIN BORDER	AS ABOVE	AS ABOVE	1	26	AS ABOVE	AS ABOVE
6	LARGE CARD WITH 8 BORDERS DRAWN TO EACH SIZE OF PICTURES. 30 PICTURES USED ABOVE.	LAY CARD ON TABLE. PLACE 4 PICTURES WITHIN BORDERS, PLACE REMAINING 26 PICTURES IN PILE IN FRONT OF STUDENT.	AS ABOVE	SAME-MUST PLACE 2 PICTURES WITH NO BORDERS IN EMPTY SPACE ON CARD. DON'T REMOVE THESE PICTURES.	1	26	SOCIAL PRAISE & PREFERRED REINF. AFTER EVERY 5 RESP.	BEFORE REINF REMOVE INCORRECT CARD, PLACE IT ON BOARD CORRECTLY AND TELL WHY. ALLOW STUDENT TO MAKE CR & GIVE SOCIAL PRAISE.
7	LARGE CARD WITH 5 BORDERS DRAWN TO EXACT SIZE OF PICTURES. 30 PICTURES USED ABOVE.	LAY CARD ON TABLE PLACE 2 PICTURES WITHIN BORDERS. PLACE REMAINING 28 PICTURES IN PILE IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	28	S.P. & PREF REINF. AFTER 10 RESPONSES (8 IN LAST SET OF RESP.)	AS ABOVE
8	LARGE CARD WITH 1 BORDER DRAWN TO EXACT SIZE OF PICTURES 30 PICTURES USED ABOVE	SAME-PLACE 1 PICTURE WITHIN BORDER	AS ABOVE	AS ABOVE	1	29	S.P. & PREF REINF. AFTER 20 RESP. AND AGAIN AT CONCLUSION OF SESSION.	AS ABOVE

SEQUENCE: PICTURE SORT

Author A. CHALMERS

Page 3 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
9	LARGE CARD BOARD WITH NO BORDERS	PLACE CARD ON TABLE PLACE PICTURE IN PILE IN FRONT OF STUDENT.	AS ABOVE 	AS ABOVE	1 30	S.P. & PREF. REINF. AFTER ALL PICTURES ARE PLACED.	AS ABOVE
10	SAME AS PRE-TEST.						

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Color Sort **Draft #** 3

Author(s): Amanda Chalmers

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ⊗, ☐ group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to physically sort the 9 colors (red, green, blue, yellow, black, brown, orange, white, purple) into duplicate piles upon verbal request and without assistance.

2. Statement of need/relation to long range goal: this task requires the development of fine visual discrimination, fine motor coordination (pincer grasp), and eye-hand coordination skills and leads into prevocational skill development.

3. Prerequisite skills:
   a. matches colors listed above
   b. visual discrimination
   c. gross receptive language
   d. attention span of at least five minutes

4. Materials required:
   a. 27 colored squares (2"x2"), 3 each of red, brown, green, orange, blue, white, yellow, purple, black.
   b. large piece of cardboard (10"x12") with 9 borders drawn to the exact size of the colored squares (2"x2").
   c. large piece of cardboard (10"x12") with 7 borders drawn to the exact size of the colored squares (2"x2").
   d. large piece of cardboard (10"x12") with 5 borders drawn to the exact size of the colored squares (2"x2").
   e. large piece of cardboard (10"x12") with 1 border drawn to the exact size of the colored squares (2"x2").
   f. large piece of cardboard (10"x12")

5. Means of initial assessment: see sequence for pre-test.

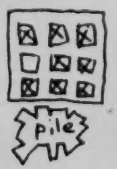
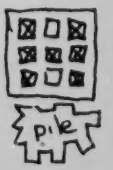
6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 10 minutes or getting 90% or better correct on phase 10 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include color sorting skill in group activities
   b. go on to other sorting skills that require more detailed visual discrimination; example- sorting currency, pictures, shapes.
   c. advance to other tasks involving the color cluster.

SEQUENCE: COLOR SORT

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	27 COLORED SQUARES(2 1/2") 3 EACH OF RED, BROWN, GREEN, ORANGE, BLUE, WHITE, YELLOW, PURPLE, BLACK.	PLACE ALL 27 COLORS IN PILE IN FRONT OF STUDENT.	"SORT THE COLORS"	SORT COLORS INTO 9 GROUPS OF 3 IDENTICAL COLOR CARDS.	1	27	VERBAL PRAISE	SAY NOTHING
1	LARGE CARD WITH 9 BORDERS DRAWN TO THE EXACT SIZE OF COLOR CARDS (2"x2")-27 COLOR CARDS USED ABOVE.	PLACE LARGE CARD ON TABLE IN FRONT OF STUDENT.LAY 9 COLOR CARDS(1 OF EACH)ON CARD WITHIN BORDERS.PLACE REMAINING 18 CARDS IN PILE IN FRONT OF STUDENT.	"SORT THE COLORS"	LAY EACH COLOR CARD ON TOP OF ITS MATCH	1	18	SOCIAL PRAISE AND PREFERRED REWARD AFTER EACH CR.REMOVE CARD.	DEMONSTRATE CORRECT RESP PERMIT STUDENT TO MAKE CORRECT RESP. & GIVE SOCIAL PRAISE(THEN REMOVE CARD)
2	AS ABOVE	PLACE LARGE CARD ON TABLE IN FRONT OF STUDENT.LAY 8 DIFFERENT COLOR CARDS WITHIN BORDERS.PLACE REMAINING 19 CARDS IN PILE IN FRONT OF STUDENT.	AS ABOVE 	MUST PLACE COLOR CARD WITH NO MATCH IN BLANK BORDER.DO NOT REMOVE THIS CARD FOR REMAINDER OF SESSION.	1	19	AS ABOVE	AS ABOVE
3	AS ABOVE	PLACE LARGE CARD IN FRONT OF STUDENT.LAY 7 DIFFERENT COLOR CARDS WITHIN BORDERS.PLACE REMAINING 20 CARDS IN A PILE IN FRONT OF THE STUDENT.	AS ABOVE 	AS ABOVE	1	20	AS ABOVE	AS ABOVE

SEQUENCE: COLOR SORT

Author A CHALMERS

Page 2 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	AS ABOVE	PLACE LARGE CARD ON TABLE IN FRONT OF STUDENT. LAY 5 DIFFERENT COLOR CARDS WITHIN BORDERS. PLACE REMAINING 22 CARDS IN PILE IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	22	AS ABOVE	AS ABOVE
5	AS ABOVE	SAME-LAY ONLY 3 DIFFERENT COLOR CARDS WITHIN BORDERS.	AS ABOVE	AS ABOVE	1	24	AS ABOVE	AS ABOVE
6	LARGE CARD WITH 7 BORDERS DRAWN TO THE EXACT SIZE OF COLOR CARDS (2"x2") 27 COLOR CARDS USED ABOVE.	AS ABOVE	AS ABOVE	SAME-MUST PLACE 1 COLOR WITH NO BORDERS IN EMPTY SPACE ON CARD. DO NOT REMOVE THESE CARDS.	1	24	AS ABOVE	AS ABOVE
7	LARGE CARD (10"x12") WITH 5 BORDERS DRAWN TO THE EXACT SIZE OF COLOR CARDS (2"x2") 27 COLOR CARDS USED ABOVE.	LAY CARD ON TABLE. PLACE 2 COLOR CARDS WITHIN BORDERS. PLACE REMAINING 25 COLOR CARDS IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	25	SOCIAL PRAISE & PREFERRED REINF. AFTER EVERY 5 RESP.	BEFORE REINF TAKE INCORRECT CARD OFF. DEMONSTRATE WHERE IT SHOULD GO.

SEQUENCE: COLOR SORT

Author A CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
8	LARGE CARD (10"x12") WITH 5 BORDERS DRAWN TO THE EXACT SIZE OF COLOR CARDS (2"x2") 27 COLOR CARDS USED ABOVE.	LAY CARD ON TABLE. PLACE 1 COLOR CARD WITHIN BORDERS. PLACE REMAINING 26 COLOR CARDS IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	26	SOCIAL PRAISE & PREFERRED REINFORCER- AFTER EVERY 13 RESPS.	GO & ALLOW STUDENT TO PLACE CORRECT RESP. & GIVE SOCIAL PRAISE
9	LARGE CARD (10"x12") WITH NO BORDERS 27 COLORED SQUARES USED ABOVE.	LAY CARD ON TABLE. PLACE 27 COLOR CARDS IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	27	SOCIAL PRAISE & PREFERRED REINFORCER AFTER 20 RESPONSES.	AS ABOVE
10	SAME AS PRE-TEST.							

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Sorting Shapes **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 4-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual XX, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to physically sort cardboard shapes(triangle,star,circle,square) into appropriate piles upon verbal request and without assistance.

2. Statement of need/relation to long range goal: this task relates to the development of visual discrimination and hand/eye coordination skills. In addition it provides the basis for the development of various pre-vocational and vocational skills.

3. Prerequisite skills:
   a. can match cardboard shapes
   b. maintain attention span of at least five minutes

4. Materials required: various cardboard cutout shapes, each approximately 3"x3".
   star: 3 blue and 3 orange.
   triangle: 3 black and 3 orange
   square: 3 red and 3 orange
   circle: 3 orange

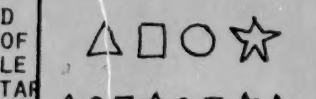
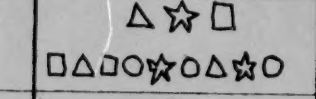
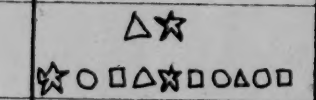
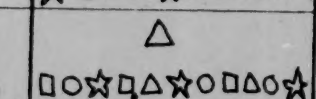
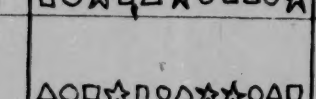
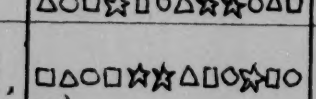
5. Means of initial assessment: conduct phase 8B as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 7 minutes or getting 90% or better correct on phase 8B for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct shape sorting in group activities
   b. advance to other sorting tasks
   c. advance to other tasks in the shape cluster such as shape recognition

SEQUENCE: SHAPE SORTING — Author: J.E. McCORMACK — Page 1 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS		WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST: CONDUCT PHASE 8 AS THE PRE-TEST.								
1	COLOR CUED SHAPES: 3 OF EACH: CIRCLE (ORANGE), STAR (BLUE), SQUARE (RED), TRIANGLE (BLACK).		"SORT AND MATCH THE SHAPES."	SORT SHAPES INTO APPR. PILES.	2	16	TOKEN AND PRAISE AFTER EACH CORRECT RESP.	CORRECT IMMED. AND EXPLAIN
2	AS ABOVE		"SORT THE SHAPES."	AS ABOVE	2	18	AS ABOVE	AS ABOVE
3	AS ABOVE		AS ABOVE	AS ABOVE	1	10	AS ABOVE	AS ABOVE
4	AS ABOVE		AS ABOVE	AS ABOVE	1	11	AS ABOVE	AS ABOVE
5	AS ABOVE		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
6	3 OF EACH; STAR (BLUE), TRIANGLE (BLACK), CIRCLE AND SQUARE (ORANGE).		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
7	3 OF EACH; CIRCLE AND SQUARE (ORANGE), TRIANGLE (BLACK).		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE

SEQUENCE: SHAPE SORTING

Author J.E. McCORMACK

Page 2 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
8A	3 OF EACH; STAR, CIRCLE, SQUARE AND TRIANGLE (ALL ORANGE).	△○☆□□☆☆△○○□	AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
8B	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	1	12	REWARD AFTER ALL SHAPES ARE PLACED.	CORRECT AFTER ALL SHAPES ARE PLACED.

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Prevocational Bolt Sorting **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: April 1973

Suggested Session Frequency and Length: 2-5 **sessions per week.**
2-20 **minutes per session.**

Sequence Designed for: individual ®, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to sort bolts into boxes by similarity, upon command and without assistance.

2. Statement of need/relation to long range goal: this task is one of a series of prevocational tasks intended to assist the learner to develop the skills required for workshop placement.

3. Prerequisite skills:
   a. visual discrimination of single objects
   b. matching of single objects
   c. physically able to move/pickup objects
   d. attention span of at least five minutes

4. Materials required:
   a. 6 wooden/metal bolts painted red
   b. 6 wooden/metal nuts painted yellow
   c. 1 large flat box
   d. 4 square boxes
   e. 6 green bolts or nuts
   f. 6 black bolts(tee shapes)
   g. 6 black nuts
   h. 6 short fat black or silver screws/bolts
   i. 6 long thin black or silver screws/bolts

5. Means of initial assessment: conduct phase 7B as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 15 minutes or getting 90% or better correct on phase 7B for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct in workshop setting
   b. advance to other prevocational sorting tasks

SEQUENCE: PREVOCATIONAL BOLT SPORTING

Author JEAN WILSON

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1A	6 WOODEN RED BOLTS, 6 WOODEN YELLOW NUTS, 2 BOXES, 1 LARGE FLAT BOX	ONE BOLT IN A BOX, ONE NUT IN A BOX, REST OF NUTS AND BOLTS IN FRONT OF CHILD	TELL CHILD TO MATCH THE NUTS AND BOLTS.	CHILD MUST MATCH ALL BOLTS + NUTS	1	10	TOKEN FOR EACH CORRECTLY MATCHED ITEM	SHOW CHILD IMMED. WHAT HE DID WRONG AND HAVE HIM DO IT AGAIN. GIVE SOCIAL PRAISE.
1B	AS ABOVE	DON'T MATCH. ALL MATERIALS IN LARGE, FLAT BOX, IN FRONT OF TWO SMALL EMPTY BOXES.	TELL CHILD TO SORT THE BOLTS AND NUTS	CHILD MUST SORT ALL ITEMS.	1	12	AS ABOVE	AS ABOVE
2A	6 BLACK METAL TOPS, 6 LARGE METAL NUTS, 2 SMALL BOXES, 1 FLAT BOX	MATCH AS IN 1A	CHILD MUST MATCH "MATCH THE TOPS AND NUTS"	CHILD MUST MATCH ALL ITEMS.	1	10	AS ABOVE	AS ABOVE
2B	AS ABOVE	DON'T MATCH, SAME AS 1B	TELL CHILD TO SORT TOPS AND NUTS	CHILD MUST SORT ITEMS INTO TWO BOXES	1	12	AS ABOVE	AS ABOVE
3A	6 BLACK METAL TEES, 6 BLACK METAL TOPS, 2 SMALL BOXES, 1 LARGE FLAT BOX	MATCH THE ITEMS, SAME AS 1A	TELL CHILD TO MATCH TEES AND TOPS	CHILD MUST MATCH ALL ITEMS	1	10	AS ABOVE	AS ABOVE
3B	AS ABOVE	SORT THE ITEMS	TELL THE CHILD TO SORT ITEMS INTO 2 SMALLER BOXES	CHILD MUST SORT ALL ITEMS	1	12	AS ABOVE	AS ABOVE

SEQUENCE: PREVOCATIONAL BOLT SPORTING

Author: WILSON

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4A	6 SHORT FAT SCREWS, 6 LONG THIN SCREWS, 3 BOXES	SAME AS 3A	SAME AS 3A	SAME AS 3A	1	10	AS ABOVE	AS ABOVE
4B	AS ABOVE	SORT, DON'T MATCH	SAME AS 3B	SAME AS 3B	1	12	AS ABOVE	AS ABOVE
5A	6 WOODEN BOLTS 6 WOODEN NUTS 6 BLACK METAL TOPS, 6 LARGE METAL NUTS, 4 SMALL BOXES, 1 FLAT BOX	SAME AS 3A, MATCH	SAME AS 3A	SAME AS 3A	1	20	AS ABOVE	AS ABOVE
5B	AS ABOVE	SORT, SAME AS 3B	SAME AS 3B	SAME AS 3B	1	24	AS ABOVE	AS ABOVE
6A	6 BLACK METAL TOPS, 6 TOPS, 6 BLACK METAL TEES, 6 LONG THIN SILVER BOLTS, 4 SMALL BOXES, 1 FLAT LARGE BOX	SAME AS 3A	MATCH, SAME AS 3A	SAME AS 3A	1	20	AS ABOVE	AS ABOVE
6B	AS ABOVE	SAME AS 3B, SORT	SAME AS 3B	SAME AS 3B	1	24	AS ABOVE	AS ABOVE

SEQUENCE: PREVOCATIONAL BOLT SPORTING

Author J. WILSON

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
7A	6 BLACK METAL TOPS, 6 BLACK METAL TEES, 6 LONG THIN SILVER BOLTS, 4 SMALL BOXES, 1 FLAT LARGE BOX	SAME AS 3A, MATCH	SAME AS 3A	SAME AS 3A	1	20	AS ABOVE	AS ABOVE
7B	AS ABOVE	SORT, SAME AS 3B	SAME AS 3B	SAME AS 3B	1	24	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Size Sort-Long/Short **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Feb. 1976

Suggested Session Frequency and Length: 2-4 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual X, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to sort objects by size(long/short) upon request and without assistance.

2. Statement of need/relation to long range goal: this task assists in the development of those perceptual flexibility skills necessary in the recognition of similarities and differences in size and in orientation. These skills are related directly to a number of pre-vocational tasks.

3. Prerequisite skills:
   a. visual discrimination
   b. match by size(long/short)
   c. receptive language(simple commands)
   d. attention span of at least five minutes

4. Materials required: see sequence record

5. Means of initial assessment: conduct phase 9 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 9 for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct this task in group activities
   b. advance to other sorting tasks
   c. advance to other tasks involving size discrimination

SEQUENCE: SIZE SORT-LONG/SHORT

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRETEST DO PHASE	9				1	10	SOCIAL REINFORCE AT END OF PHASE. GO TO SIZE RECOGNITION	NOTHING. BEGIN APPROPRIATE PHASE OR PREREQUISITE PROGRAM.
1	6-6" RED RIB, 6-4" RED RIB. 1 WHITE PAPER WITH OUTLINE OF SHORT RIBBON, 1 WHITE PAPER WITH OUTLINE OF LONG RIB.	PLACE 1 LONG RIBBON ON PAPER WITH LONG OUTLINE. PLACE 1 SHORT RIBBON ON PAPER WITH SHORT OUTLINE. OTHERS MIXED IN FRONT OF STUDENT.	SAY, "SORT THE LONG AND SHORT RIBBONS."	MATCHES LONG AND SHORT RIBBONS	1	10	SOCIAL REINFORCE EACH CR RESPONSE, PREFERRED REINFORCER AT END OF PHASE	CORRECT IMMEDIATELY: _____. RETURN CR ITEM TO STUDENT. "SORT THE LONG (SHORT RIBBON."
2	AS ABOVE	MODELS: PAPER WITH LONG OUTLINE + 1 SHORT RIBBON ON PAPER WITH SHORT OUTLINE. 6 LONG, 5 SHORT MIXED IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	11	AS ABOVE	AS ABOVE
3	6-6" RED RIB. 6-4" RED RIB. 1 WHITE PAPER WITH SHORT OUTLINE 1 BLANK WHITE PAPER	PLACE BLANK WHITE PAPER AS MODEL + 1 SHORT RIBBON ON WHITE PAPER WITH SHORT OUTLINE. OTHERS MIXED IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	11	AS ABOVE	AS ABOVE

SEQUENCE: SIZE SORT-LONG/SHORT

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	6-6"RED RIB. 6-4"RED RIB. 1 WHITE PAPER WITH SHORT OUTLINE	PLACE SHORT RIBBON ON PAPER WITH SHORT OUTLINE. OTHERS MIXED IN FRONT OF STUDENT.	AS ABOVE	SORTS LONG AND MATCHES SHORT ITEMS	1	11	AS ABOVE	AS ABOVE
5	AS ABOVE	PLACE PAPER WITH SHORT OUTLINE AS MODEL. RIBBONS MIXED IN FRONT OF STUDENT	AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
6	6-6"RED RIB. 6-4"RED RIB. 1 BLANK WHITE PAPER	PLACE BLANK PAPER AS MODEL. RIBBONS MIXED IN FRONT OF STUDENT	AS ABOVE	SORTS LONG AND SHORT ITEMS	1	12	AS ABOVE	AS ABOVE
7	6-6"RED RIB. 6-4"RED RIB.	MIX RIBBONS + PLACE IN FRONT OF STUDENT	AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
8	5-6"PAPER STRIPS-5 DIFFERENT COLORS, 5-5" PAPER STRIPS SAME 5 COLORS AS THE LONG STRIPS	MIX AND PLACE IN FRONT OF STUDENT	SAY, "SORT THE LONG AND SHORT PAPER."	AS ABOVE	1	10	AS ABOVE	AS ABOVE
9	5 LONG SILVER SCREWS, 5 SHORT SILVER SCREWS	AS ABOVE	SAY, "SORT THE LONG AND SHORT SCREWS."	AS ABOVE	1	10	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Size Sort- Big/Little **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Jan. 1976

Suggested Session Frequency and Length: 4-5 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual X, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to sort objects by size(three dimensional volume) upon request and without assistance.

2. Statement of need/relation to long range goal: this task assists in the development of those perceptual flexibility skills necessary in the recognition of similarities and differences in size and in orientation. These skills are directly related to a number of prevocational tasks.

3. Prerequisite skills:
   a. ability to match by size(big/little)
   b. receptive language (simple commands)
   c. attention span of at least five minutes

4. Materials required: see sequence record.

5. Means of initial assessment: conduct phase 6 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence reocrd column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 6 for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct this task in group activities
   b. advance to other sorting tasks
   c. advance to other size discrimination tasks

SEQUENCE: SIZE SORT-BIG/LITTLE(LARGE/SMALL) Author HELMSTETTER Page 1 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRETEST DO PHASE	6				1	10	SOCIAL REINFORCE AT END. GO TO SIZE RECOGNITION	NOTHING. BEGIN APPROPR. PHASE OR PREREQUISITE PROGRAM.
1	5 BIG BUTTONS 5 LITTLE " (NOT MORE THAN 1/4" DIFFERENCE IN DIAMETER)	1 BIG, 1 LITTLE BUTTON PLACED 6" FROM EDGE OF OTHERS THAT ARE MIXED IN FRONT OF STUDENT. MODELS ARE 8" APART.	SAY, "SORT THE BIG AND LITTLE BUTTONS."	MATCHES BIG AND LITTLE BUTTONS	1	8	SOCIAL REINFORCE EACH CR RESPONSE, PREFERRED REINFORCER AT END OF PHASE.	CORRECT IMMED.: RETURN CR ITEM TO STUDENT, "SORT THE BIG (LITTLE) BUTTON"
2	AS ABOVE	1 BIG, 1 LITTLE BUTTON PLACED 3" FROM EDGE OF PILE AND 4" APART.	AS ABOVE	AS ABOVE	1	8	AS ABOVE	AS ABOVE
3	AS ABOVE	1 BIG, 1 LITTLE BUTTON PLACED 1" FROM EDGE OF PILE AND 1 1/2" APART.	AS ABOVE	AS ABOVE	1	8	AS ABOVE	AS ABOVE
4	AS ABOVE	1 BIG, 1 LITTLE BUTTON AT EDGE OF PILE 1" APART.	AS ABOVE	AS ABOVE	1	8	AS ABOVE	AS ABOVE
5	AS ABOVE	5 BIG, 5 LITTLE BUT. MIXED IN FRONT OF STUDENT	AS ABOVE	SORT ITEMS	1	10	AS ABOVE	AS ABOVE

SEQUENCE: SIZE SORT-BIG/LITTLE(LARGE/SMALL)

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	5 DIFFERENT COLORED 1" CUBES, 5 MOSAICS, SAME 5 COLORS AS 1" CUBES.	MIX CUBES AND MOSAICS IN FRONT OF STUDENT.	SAY, "SORT THE BIG AND LITTLE CUBES."	AS ABOVE	1	10	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Number Sorting **Draft #** 2

Author(s): Amanda Chalmers

Date of This Draft: Nov. 1975

Suggested Session Frequency and Length: 3-5 sessions per week.
5-10 minutes per session.

Sequence Designed for: individual ●, ■■ group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to manually sort sets of number cards (1-12) into appropriate piles upon verbal request and without assistance.

2. Statement of need/relation to long range goal: this task requires the development of fine visual discrimination, fine motor coordination(pincer grasp) and hand/eye coordination skills. This task is one of the first in the numbers skill cluster.

3. Prerequisite skills:
   a. can match numbers 1-12
   b. visual discrimination
   c. gross receptive language
   d. attention span of at least five minutes

4. Materials required:
   a. large piece of cardboard paper (10x12) with 12 borders (1"x1" squares) drawn on it.
   b. large piece of cardboard (10x12) with 10 borders (1"x1" squares) drawn on it--space allowed on right side of card for two 1"x1" squares.
   c. large piece of cardboard (10x12) with 8 borders--allow space for four 1"x1" squares on card.
   d. large piece of cardboard (10x12) with 5 borders--allow space for seven 1"x1" square on card.
   e. large piece of cardboard (10x12) with 1 border--allow space for eleven 1"x1" squares on card.
   f. 36 number cards, 1"x1" square; 3 each of #1-12.

5. Means of initial assessment: conduct pre-test indicated in sequence.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 7 minutes or getting 90% or better correct on phase 11 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include number sorting in group activities
   b. proceed to other sorting skills that require more detailed visual discrimination; ie. currency sort, picture sort.
   c. advance to other tasks in the numbers cluster.

SEQUENCE: NUMBER SORTING

Author A. CHALMERS

Page 1 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	3 EACH CARD-BOARD SQUARES 1"x1" WITH BLACK NUMBERS 1-12 PRINTED ON THEM-ONE CARD FOR EACH NUMBER	PLACE ALL 36 NUMBER CARDS IN PILE BEFORE STUDENT	"SORT THE NUMBERS"	SORT NUMBERS INTO 12 GROUPINGS OF 3 IDENTICAL NUMBERS	1	36	WHEN COMPLETED REWARD EACH CORRECT RESPONSE	- SAY NOTHING
1	LARGE CARD WITH 12 BORDERS DRAWN TO EXACT SIZE (1x1) OF THE NUMBER CARD 36 NUMBER CARDS-3 EACH OF NUMBERS 1-12.	PLACE CARD ON TABLE IN FRONT OF STUDENT-LAY 12 CARDS(1 OF EACH) ON CARD WITH-IN BORDERS.PLACE REMAINING 24 NUMBER CARDS IN PILE IN FRONT OF STUDENT.	AS ABOVE	LAY EACH NUMBER CARD ON TOP OF ITS MATCH	1	24	REWARD AFTER EACH CORRECT RESPONSE-REMOVE CARD	SAY "NO"-DEMONSTRATE CORRECT RESPONSE PERMIT STUDENT TO MAKE CORRECT RESP. GIVE SOCIAL PRAISE AND THEN REMOVE CARD.
2	AS ABOVE	PLACE CARD ON TABLE IN FRONT OF STUDENT LAY 11 DIFFERENT NUMBER CARDS WITHIN BORDERS.PLACE REMAINING 25 NUMBER CARDS IN PILE IN FRONT OF STUDENT	AS ABOVE	LAY EACH NUMBER CARD ON TOP OF ITS MATCH-MUST PLACE THE CARD WITH NO MATCH IN BLANK SLOT	1	25	REWARD AFTER EACH CORRECT RESP.- DO NOT REMOVE THE CARD FILLING THE BLANK BORDER	AS ABOVE
3	AS ABOVE	PLACE CARD ON TABLE IN FRONT OF STUDENT-LAY 10 DIFFERENT CARDS WITHIN BORDERS.PLACE REMAINING 26 NUMBER CARDS IN PILE IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	26	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER SORTING

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	LARGE CARD WITH 12 BORDERS DRAWN TO EXACT SIZE OF THE NUMBER CARD. 36 NUMBER CARDS 3 EACH OF NUMBERS 1-12.	PLACE LARGE CARD ON TABLE IN FRONT OF STUDENT. LAY 7 DIFFERENT CARDS WITHIN THE BORDERS. PLACE REMAINING 29 CARDS IN PILE IN FRONT OF STUDENT.	"SORT THE NUMBERS"	LAY EACH NUMBER CARD ON TOP OF ITS MATCH-MUST PLACE CARDS WITH NO MATCH IN BLANK SLOT	1	29	REWARD AFTER EACH CORRECT RESPONSE-DO NOT REMOVE CARDS FILLING THE BLANK BORDER.	SAY "NO"-DEMONSTRATE CORRECT RESPONSE PERMIT STUDENT TO MAKE CORRECT RESP. GIVE SOCIAL PRAISE AND THEN REMOVE CARD.
5	AS ABOVE	LAY ONLY 4 CARDS WITHIN BORDERS-PLACE REMAINING CARDS IN PILE IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	12	32	AS ABOVE	AS ABOVE
6	LARGE CARD WITH 10 BORDERS DRAWN TO EXACT SIZE OF NUMBER CARDS, 36 CARDS	LAY CARD ON TABLE, PLACE 4 CARDS WITHIN BORDERS. PLACE REMAINING 32 CARDS ON TABLE IN FRONT OF STUDENT.	AS ABOVE	LAY EACH CARD ON TOP OF ITS MATCH MUST PLACE 2 CARDS WITHOUT BORDERS IN EMPTY SPACE ON CARD. DO NOT REMOVE THESE CARDS	1	32	AS ABOVE	AS ABOVE
7	LARGE CARD WITH 8 BORDERS DRAWN TO EXACT SIZE OF NUMBER CARDS, 36 CARDS	LAY LARGE CARD ON TABLE. PLACE 2 PICTURES WITHIN BORDERS, PLACE REMAINING 34 PICTURES IN PILE IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	1	34	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER SORTING

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
8	LARGE CARD WITH 5 BORDERS DRAWN TO EXACT SIZE OF CARDS, 36 CARDS	AS ABOVE	AS ABOVE	AS ABOVE	1	34	SOCIAL PRAISE BEFORE REIN. AND PREFERRED PLACE CARD REINF. AFTER ON BOARD AND EVERY 2 RESP. EXPLAIN WHY.	ASSIST STUDENT IN MAKING CORRECT RESP. AND GIVE VERBAL PRAISE.
9	LARGE CARD WITH 1 BORDER DRAWN TO EXACT SIZE OF CARDS, 36 CARDS	PLACE ONLY 1 CARD WITHIN BORDER	AS ABOVE	AS ABOVE	1	35	SOCIAL PRAISE AS ABOVE AND PREFFERED REINF. AFTER EVERY 5 RESP.	
10	LARGE CARD, 36 CARDS	PLACE CARD ON TABLE IN FRONT OF STUDENT- PLACE 36 CARDS IN PILE BELOW CARD.	AS ABOVE	AS ABOVE	1	36	SOCIAL PRAISE AS ABOVE AND PREFERRED REINF. AFTER EVERY 18 RESP.	
11	SAME AS PRE-TEST.							

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Word Sort **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ☒, small group ☐, class ☐ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to independently sort functional words upon verbal request.

2. Statement of need/relation to long term goal: this pre-academic task is a prerequisite to recognition of functional words and subsequent improved mobility in the community. The task builds the student's vocabulary and improves perception.

3. Prerequisite skills:
   a. physically can move or pick up objects(pincer)
   b. can match functional words
   c. auditory discrimination or manual communicative skills
   d. attention span of at least five minutes.

4. Materials required:
   a. 2 sets of the following words printed in black 1/2" upper-case letters centerd on 3"x5" cards-MEN, WOMEN, RESTROOM, WALK, DON'T WALK, ENTRANCE, EXIT, PULL, PUSH, OPEN, CLOSED, KEEPOUT, NO TRESPASSING, GENTLEMEN, LADIES, TOILET, WAIT, POISON, IN, OUT, DANGER.
   b. 2 3"x5" cards with the following words printed(1/2" high) lightly, with pencil-MEN, WOMEN.
   c. 1 blank 3"x5" card.

5. Means of initial assessment: conduct pre-test in sequence record.

6. Reward/reward schedule: this sequence is designed to use social and preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 10 minutes or getting 90% or better correct on phase 6 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consectuive sessions.

8. Maintenance activities:
   a. present workbook activities with word sort exercises.
   b. present new words to sort.
   c. construct game in which the student tapes signs to doors in environmen
   d. include word sort in group activities.
   e. conduct phase 6 as a post-test once every month for 4 months and then once every 3 months for one year.
   f. advance to other sorting tasks.

SEQUENCE: WORD SORT

Author E. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	2 SETS OF ALL 21 WORDS PRINTED IN BLACK ON 3x5" CARDS.	MIX CARDS AND PLACE RANDOMLY IN FRONT OF STUDENT.	"SORT THE WORDS"	SORT THE WORDS.	1	21	SOCIALLY REINF. WHEN ALL CARDS ARE SORTED GO TO WORD RECOGNITION	NOTHING, BEGIN APPROPR. PHASE OR PREREQUISITE PROGRAM.
1A	WORDS PRINTED 1/2" HIGH IN BLACK ON 3x5" CARDS: 2 MEN, 2 WOMEN, 1 CARD WITH MEN PRINTED LIGHTLY IN PENCIL. 1 CARD WITH WOMEN PRINTED LIGHTLY IN PENCIL.	PLACE 2 PENCILED CARDS AS MODELS IN FRONT OF STUDENT. PLACE 4 WORDS MIXED AND IN FRONT OF STUDENT.	AS ABOVE	MATCHES THE WORDS- 2 MEN ON PENCILED MEN, 2 WOMEN ON PENCILED WOMEN CARD.	4	8	SOCIALLY REINF. EACH CORRECT RESP. REWARD AT END OF PHASE.	REMOVE INCORRECT CARD AND GIVE TO STUDENT. "SORT THE WORDS" IF STUDENT BEGINS TO MAKE INCORRECT RESP. AGAIN, CUE TO CORRECT RESP. FADE CUES OVER TRIALS.
1B	2 MEN, 2 WOMEN, 1 BLANK 1 CARD WITH WOMEN IN LIGHT PENCIL	PLACE 2 CARDS (1 PENCILED CARD & 1 BLANK CARD) AS MODELS. PLACE 4 WORD CARDS RANDOMLY IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	4	8	AS ABOVE	AS ABOVE
1C	2 MEN, 2 WOMEN, 1 CARD WITH WOMEN IN LIGHT PENCIL.	PLACE PENCILED CARD AS MODEL. PLACE 4 WORD CARDS RANDOMLY IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	4	8	AS ABOVE	AS ABOVE

SEQUENCE: WORD SORT

Author: E. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1D	2 MEN, 2 WOMEN, 1 BLANK CARD.	PLACE BLANK AS MODEL. PLACE 4 WORD CARDS RANDOMLY IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	4	8	AS ABOVE	AS ABOVE
1E	2 MEN, 2 WOMEN	PLACE RANDOMLY IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE	4	8	AS ABOVE	AS ABOVE
2	2 MEN, 2 WOMEN, 2 RESTROOM	AS ABOVE	AS ABOVE	AS ABOVE	3	9	AS ABOVE	AS ABOVE
3	2 MEN, 2 WOMEN, 2 RESTROOM, 2 WALK, 2 DON'T WALK	AS ABOVE	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
4	SAME AS ABOVE PLUS: 2 ENTRANCE, 2 EXIT, 2 PUSH, 2 PULL.	AS ABOVE	AS ABOVE	AS ABOVE	1	9	AS ABOVE	AS ABOVE
5	SAME AS ABOVE PLUS: 2 OPEN, 2 CLOSED, 2 KEEPOUT, 2 NO TRESPASSING	AS ABOVE	AS ABOVE	AS ABOVE	1	13	AS ABOVE	AS ABOVE

SEQUENCE: WORD SORT

Author E. HELMSTETTER

Page 3 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	AS ABOVE PLUS: 2 GENTLEMEN, 2 LADIES, 2 TOILET, 2 WAIT, 2 POISON, 2 IN, 2 OUT, 2 DANGER.	AS ABOVE	AS ABOVE	AS ABOVE	1	21	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Currency Sort **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Jan.1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, ☐ group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to physically sort quarters, dimes, nickels, pennies, into appropriate piles upon verbal request and without assistance.

2. Statement of need/relation to long term goal: this task requires the development of fine visual discrimination, fine motor coordination(pincer grasp), and eye/hand coordination skills and is one of the initial skills in the use of the money skill cluster.

3. Prerequisite skills:
   a. fine visual discrimination
   b. gross receptive language
   c. matches quarters, dimes, nickels, pennies
   d. attention span of at least five minutes

4. Materials required:
   a. coin cards #1: a) 1 white card(2"x4") with the outlines of 3 quarters drawn on it.
   b) 1 white card(2"x4") with outlines of 3 dimes drawn on it.
   c) 1 white card(2"x4") with the outlines of 3 nickels drawn on it.
   d) 1 white card(2"x4") with the outlines of 3 pennies drawn on it.
   b. coin cards #2: a) 1 white card(2x4) with the outlines of 2 quarters drawn on it.
   b) 1 white card (2x4) with the outlines of 2 dimes drawn on it.
   c) 1 white card (2x4) with the outlines of 2 nickels drawn on it.
   d) 1 white card (2x4) with the outlines of 2 pennies drawn on it.
   c. coin cards #3: a) 1 white card with the outline of 1 quarter drawn on it.
   b) 1 white card with the outline of 1 dime drawn on it.
   c) 1 white card with the outline of 1 penny drawn on it.
   d) 1 white card with the outline of 1 nickel drawn on it.
   d. four plain white cards (2x4)
   e. 3 quarters, 3 dimes, 3 nickels, 3 pennies

5. Means of initial assessment: conduct phase 15 as a pre-test.

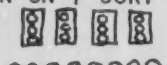
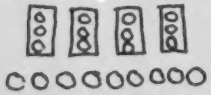
6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 10 minutes or getting 90% or better correct on phase 15 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include currency sorting in group activities
   b. go on to other sorting skills that require more detailed visual discrimination-example: sorting nuts and bolts, sorting different sized screws, sorting by alphabet, filing, etc..
   c. conduct phase 15 as a post-test once every month for 4 months and then once every three months for one year.
   d. advance to other currency tasks.

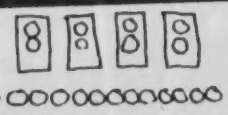
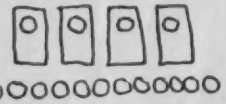
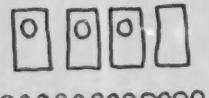
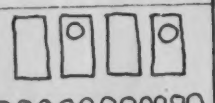
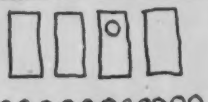
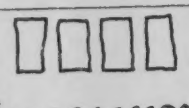
SEQUENCE: CURRENCY SORT

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	CONDUCT PHASE 15 AS A PRE-TEST.		DO NOT CORRECT ERRORS.					
1	COIN CARDS#1, 3 DIMES, 3 PENNIES, 3 NICKELS, 3 QUARTERS.	1 APPRO. COIN ON EACH CARD 	"SORT THE COINS."	SORT COINS	2	16	REWARD AFTER EACH CORRECT RESPONSE.	CORRECT IMMED. AFTER ERROR. "NO, IT GOES HERE."
2	AS ABOVE	1 APPRO. COIN ON DIME, NICKEL, & PENNY CARD. 	AS ABOVE	AS ABOVE	2	18	AS ABOVE	AS ABOVE
3	AS ABOVE	1 APPR. COIN ON DIME & NICKEL CARD	AS ABOVE	AS ABOVE	2	20	AS ABOVE	AS ABOVE
4	AS ABOVE	1 APPR. COIN ON NICKEL CARD.	AS ABOVE	AS ABOVE	2	22	AS ABOVE	AS ABOVE
5	AS ABOVE		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE

SEQUENCE: CURRENCY SORT

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	COIN CARDS #2 3 DIMES, 3 PENNIES, 3 NICKELS, 3 QUARTERS		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
7	COIN CARDS #3; 3 DIMES, 3 PENNIES, 3 NICKELS, 3 QUARTERS,		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
8	#3 COIN CARDS FOR DIME, PENNY, NICKEL. PLAIN CARD FOR QUARTER. DIMES, NICKELS, PENNIES, QUARTERS, 3 OF EACH.		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
9	#3 COIN CARDS FOR DIME&NICKEL. PLAIN CARD FOR QUARTER. PENNY, DIMES, NICKELS, PENNIES, QUARTERS, 3 EACH.		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
10	#3 COIN CARD FOR NICKEL. PLAIN CARDS FOR DIME, PENNY, &QUARTER. DIMES, NICKELS, QUARTERS, PENNIES, 3 EACH.		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
11	4 PLAIN CARDS. DIMES, NICKELS, PENNIES, QUARTERS.		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE

SEQUENCE: CURRENCY SORT

Author J.E.McCORMACK

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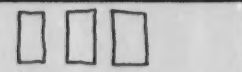
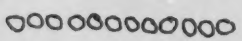
PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
12	3 PLAIN CARDS, DIMES, NICKELS, PENNIES, QUARTERS.		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
13	2 PLAIN CARDS, DIMES, NICKELS, PENNIES, QUARTERS.		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
14	1 PLAIN CARD, DIMES, NICKELS, PENNIES, QUARTERS.		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
15	DIMES, NICKELS, PENNIES, QUARTERS		AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Placing Pegs **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Nov. 1970

Suggested Session Frequency and Length: 3-5 **sessions per week.**
3-15 **minutes per session.**

Sequence Designed for: individual ⊗, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will place 10 small pegs into a pegboard upon verbal command and without assistance.

2. Statement of need/relation to long range goal: this task is one of the first tasks used to give the learner experience in attending, seat work and fine motor work.

3. Prerequisite skills:
   a. able to pick up one inch pegs
   b. motor skills necessary for peg placement

4. Materials required:
   a. 11 large (1 1/2") pegs
   b. large pegboard (approx. 12x12 inches)
   c. 10 small (1/2") pegs
   d. small pegboard (approx. 6x6 inches)

5. Means of initial assessment: conduct phase 11 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 3 minutes or getting 90% or better correct on phase 11 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in group situations
   b. advance to colored peg sequence
   c. advance to other fine motor assembly sequences

INSTRUCTIONAL SEQUENCE

SEQUENCE NAME: PLACING PEGS

PHASE 1: MATERIALS-LARGE PEGBOARD AND 11 PEGS

FIRST PEG:

TUTOR: "PUT A PEG IN THE BOARD," PUTS PEG IN BOARD. REPEATS COMMAND.

STUDENT:
1. PUTS PEG IN BOARD-GIVE PREFERRED REWARD
2. UNABLE TO PLACE AFTER ATTEMPTING-ASSIST AND GIVE PREFERRED REWARD
3. DOES NOT ATTEMPT-ASSIST AND GIVE PREFERRED REWARD.

SECOND PEG:

TUTOR: "PUT A PEG IN THE BOARD."

STUDENT:
1. PUTS PEG IN BOARD-GIVE PREFERRED REWARD
2. UNABLE TO PLACE AFTER ATTEMPTING-ASSIST AND GIVE PREFERRED REWARD
3. DOES NOT ATTMEPT-ASSIST AND GIVE SOCIAL PRAISE.

THIRD-TENTH PEG:

TUTOR: "PUT A PEG IN THE BOARD."

STUDENT:
1. PUTS PEG IN BOARD-GIVE PREFERRED REWARD
2. UNABLE TO PLACE AFTER ATTEMPTING-ASSIST AND GIVE SOCIAL PRAISE
3. DOES NOT ATTEMPT-ASSIST AND SAY ONLY "GOOD"

15 SECOND LIMIT FOR "DOES NOT ATTEMPT"

NEXT PAGE FOR OTHER PHASES

SEQUENCE: INTRODUCTORY PEG

Author J.E. McCORMACK

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI / TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
2	LARGE PEG-BOARD, 11 PEGS	PEGS BESIDE BOARD ON TABLE	"PUT A PEG IN THE BOARD." DEOMONSTRATE, REPEAT COMMAND. AFTER FIRST PEG JUST GIVE COMMAND.	PUT PEG IN THE BOARD	1 / 10	GIVE PRIMARY AND SOCIAL PRAISE AFTER EACH PEG.	REPEAT COMMAND AND ASSIST, SAY, "GOOD"
3	LARGE PEG-BOARD, 10 PEGS	AS ABOVE	"PUT A PEG IN THE BOARD." REPEAT FOR EACH PEG.	AS ABOVE	1 / 10	AS ABOVE	AS ABOVE
4	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	SOCIAL PRAISE AFTER EACH PEG, PRIMARY AFTER EVERY OTHER PEG.	AS ABOVE
5	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	SOCIAL AFTER EACH PEG, PRIMARY AFTER 5TH AND 10TH PEG.	AS ABOVE
6	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	SOCIAL AFTER EACH PEG, PRIMARY AFTER 10TH PEG.	AS ABOVE
7	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	SOCIAL AND PRIMARY ONLY AFTER 10TH PEG.	AS ABOVE

SEQUENCE: INTRODUCTORY PEG

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
8	SMALL PEG-BOARD	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	SOCIAL AFTER EACH PEG, PRIMARY AFTER 10TH PEG.	AS ABOVE
9	SMALL PEG-BOARD, 10 PEGS	AS ABOVE	"PUT THE PEGS IN THE BOARD." TEACHER GETS UP AND STANDS WATCHING FROM 10 FEET.	AS ABOVE	AS ABOVE	SOCIAL AFTER EACH PEG, PRIMARY AFTER 10TH PEG.	IF STUDENT CAN NOT DO, MOVE BACK TO PHASE 8.
10	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	SOCIAL AND PRIMARY AFTER 10TH PEG.	IF STUDENT CAN NOT DO, MOVE BACK TO 9.
11	AS ABOVE	AS ABOVE	"PUT THE PEGS IN THE BOARD." TEACHER LEAVES ROOM AND RETURNS IN THREE MINUTES.	AS ABOVE	AS ABOVE	SOCIAL AND PRIMARY AFTER EACH PEG.	IF STUDENT CAN NOT DO, MOVE BACK TO PHASE 10.

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Placing Colored Pegs **Draft #** 4

Author(s): James E. McCormack

Date of This Draft: June 1972

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, ▬ group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to place 15 colored pegs(5 red, 5 blue, and 5 yellow) into a correspondingly colored section of a peg board upon verbal command and without assistance.

2. Statement of need/relation to long range goal: this task is intended to help the learner develop fine visual discrimination and fine hand/eye coordination.

3. Prerequisite skills:
   a. color match of color cards
   b. putting pegs in peg board
   c. attention span of at least five minutes

4. Materials required:
   a. 10 red pegs, 5 blue pegs, 5 yellow pegs
   b. four small pegboards colored(can be painted) as indicated in sequence record.

5. Means of initial assessment: conduct phase 5 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". (see sequence for reward schedule).

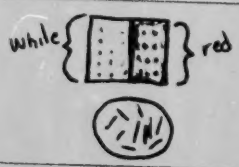
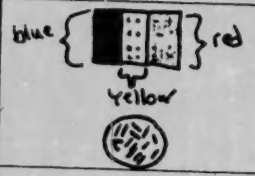
7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 5 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in group situations
   b. advance to other fine motor tasks
   c. advance to other color discrimination tasks

SEQUENCE: COLOR PEG

Author McCORMACK

Page 1 of 1

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1	SMALL PEG BOARD, 10 PEGS		"PUT THE PEGS IN THE BOARD"	PUT PEGS IN	1	10	GIVE PREFERRED REWARD AFTER ALL PEGS PUT IN.	PUT BACK ON "INTRO PEG" OR ON TO FINE MOTOR SKILLS PROGRAM.
2A	SMALL PEG BD 10 RED PEGS		"PUT THE RED PEGS IN THE RED SIDE"	PUT PEGS IN RED SIDE	1	10	GIVE PREFERRED REWARD AFTER EACH CORREC RESPONSE	AFTER EACH CR PUT PEG IN CORRECT SIDE, "THE RED GO IN THE RED SIDE."
2B	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	1	10	GIVE PREFERRED REWARD AFTER TASK COMPLETE (ALL PEGS)	AS ABOVE
3	AS ABOVE		AS ABOVE	AS ABOVE	1	10	AS ABOVE	AS ABOVE
4	SMALL PEG BD 5 RED PEGS 5 BLUE PEGS	AS ABOVE	"MATCH THE COLORS, PUT THE RED IN THE RED, AND THE BLUE IN THE BLUE."	RED IN RED SIDE, BLUE IN BLUE SIDE	1	10	AS ABOVE	AS ABOVE
5	SMALL PEG BD 5 RED, 5 BLUE AND 5 YELLOW PEGS.		"MATCH THE COLORS"	RED IN RED BLUE IN BLUE YELLOW IN YELLOW	1	15	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: One Piece Puzzle Assembly **Draft #** 3

Author(s): James E. McCormack

Date of This Draft: May 1972

Suggested Session Frequency and Length: 2-4 **sessions per week.**
2-10 **minutes per session.**

Sequence Designed for: individual X, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to place five puzzle inserts into their appropriate places in a puzzle board within two minutes. This will be accomplished upon verbal command and without assistance.

2. Statement of need/relation to long range goals: this task assists in the development of hand/eye coordination.

3. Prerequisite skills:
   a. ability to manipulate puzzle pieces
   b. ability to perceive objects and their position in space
   c. attention span of at least three minutes.

4. Materials required: one five or six insert puzzle.

5. Means of initial assessment: conduct phase 4 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 2 minutes or getting 90% or better correct on phase 4 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consectuive sessions.

8. Maintenance activities:
   a. conduct with other insert puzzles.
   b. advance to simple multi-piece puzzle assembly

SEQUENCE: ONE PIECE PUZZLE ASSEMBLY

Author J.E. McCORMACK

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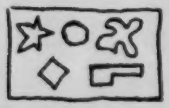
PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1A	PUZZLE WITH 5 OR 6 ONE PIECE INSERTS	PUT BEFORE LEARNER 	TAKE 1 PIECE OUT, DEMO. HOW IT GOES IN TAKE OUT, GIVE TO LEARNER. "CAN YOU PUT IT IN."	PUT PIECE IN PUZZLE.	2	10	PREFERRED REWARD AND SOCIAL PRAISE	IF HE DOES NOT PLACE WITHIN 15 SECONDS, ASSIST AND GIVE PREF REWARD.
1B	AS ABOVE	AS ABOVE	TAKE OUT 1 PIECE, GIVE TO LEARNER. "CAN YOU PUT IT IN."	AS ABOVE	2	10	AS ABOVE	IF HE DOES NOT PLACE WITHIN 15 SECONDS, ASSIST AND SAY, "GOOD".
2A	AS ABOVE	AS ABOVE	TAKE OUT 2 PIECES. DEMO. HOW THEY GO IN, TAKE OUT. "CAN YOU PUT THEM IN."	PUT PIECES IN PUZZLE.	5	10	PREFERRED REWARD & SOCIAL PRAISE FOR EACH PIECE PLACED WITHIN 30 SEC.	AFTER 30 SEC. ASSIST WITH UNPLACED PIECES SAY, "GOOD". -
2B	AS ABOVE	AS ABOVE	TAKE OUT 2 PIECES. "CAN YOU PUT THEM IN"	AS ABOVE	5	10	PREFERRED REWARD & SOCIAL PRAISE FOR EACH PIECE PLACED WITHIN 30 SEC.	AS ABOVE -
3	AS ABOVE	AS ABOVE	TAKE OUT 4 PIECES, "CAN YOU PUT THEM IN"	AS ABOVE	3	12	PREFERRED REWARD & SOCIAL PRAISE FOR EACH PIECE PLACED WITHIN 1 MIN.	AFTER 1 MIN. ASSIST WITH UNPLACED PIECES SAY, "GOOD". -

SEQUENCE: ONE PIECE PUZZLE ASSEMBLY

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	AS ABOVE	AS ABOVE	TAKE OUT 6 PIECES. CAN YOU PUT THEM IN"	PUT PIECES IN PUZZLE.	2	12	PREFERRED REWARD & SOCIAL PRAISE FOR EACH PIECE PLACED WITH-IN 2 MIN.	AFTER 2 MIN. ASSIST WITH UNPLACED PIECES.

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Simple Puzzle Assembly **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Sept. 1973

Suggested Session Frequency and Length: 2-3 **sessions per week.**
2-7 **minutes per session.**

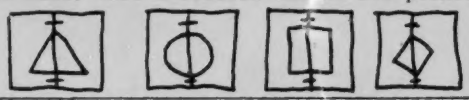
Sequence Designed for: individual Q, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to construct a complete picture when presented with two halves of a picture having a series of cues to help the learner see how they go together.

2. Statement of need/relation to long term goal: this task requires the development of fine motor coordination, figure-ground perception and visual discrimination.

3. Prerequisite skills:
   a. visual acquity
   b. attention span of at least five minutes
   c. fine motor coordination

4. Materials required:
   four pictures cut in different shapes and glued on cardboard cards and cut in half. Also a colored bar at two points.



5. Means of initial assessment: conduct phase 5 as the pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence reward schedule.

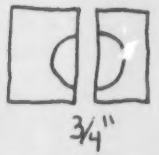
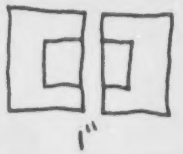
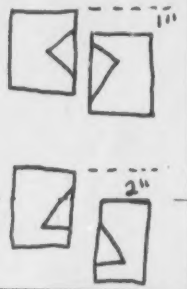
7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test in less than 7 minutes or getting 90% or better correct on phase 5 for two consecutive sessions after completing all previous phases.
   b. getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct this task in group situations
   b. advance to puzzle assembly sequence

SEQUENCE: SIMPLE PUZZLE ASSEMBLY

Author J.E. McCORMACK

Page 1 of 1

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1A	4 TWO PIECE PUZZLES		DEMO. HOW PIC. GOES TOGETHER SEPARATE, "PUT THE PICTURE TOGETHER."	PUSH THE PIECES TOGETHER AND MAKE THE PICTURE.	2	8	IF PUTS THE PIC. TOGETHER IN LESS THAN 15 SEC. GIVE REWARD AND SOCIAL PRAISE	IF TAKES MORE THAN 15 SEC. ASSIST AND PREFERRED REWARD
1B	AS ABOVE		"SEPARATE PICTURE "PUT THE PICTURE TOGETHER."	AS ABOVE	2	8	AS ABOVE	IF TAKES MORE THAN 15 SEC. ASSIST, SAY, "GOOD."
2	AS ABOVE		AS ABOVE	AS ABOVE	2	8	AS ABOVE	AS ABOVE
4	AS ABOVE		AS ABOVE	AS ABOVE	2	8	AS ABOVE	AS ABOVE
5	AS ABOVE		AS ABOVE	AS ABOVE	2	8	AS ABOVE	AS ABOVE

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Puzzle Assembly **Draft #** 3

Author(s): Lee Vorderer

Date of This Draft: Nov. 1973

Suggested Session Frequency and Length: 3-5 **sessions per week.**
7-12 **minutes per session.**

Sequence Designed for: individual ●, sm group ○, class ○ Instruction.

1. Instructional objective: in a one to one situation the learner will be able to manually assemble two and three piece puzzles.

2. Statement of need/relationship to long term goal: this task requires the development of fine visual discrimination, fine motor coordination and the recognition of a completed picture.

3. Prerequisite skills:
   a. fine visual discrimination
   b. fine motor control
   c. match to sample ability
   d. attention span of 7 to 10 minutes

4. Materials required: various two and three piece cardboard puzzles. Each puzzle is colored and of either one or two items. See each phase for details.

5. Means of initial assessment: phase 7 is conducted as a pre-test.

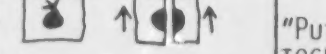
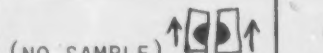
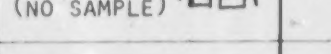
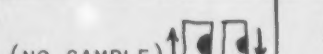
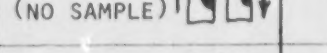
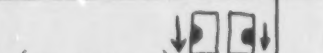
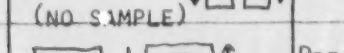
6. Reward/reward schedule: this sequence is designed to use token or social reinforcement; however other forms of reinforcement can be used and should be indicated in the sequence record column "What You Do If He Does It Right."

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 7 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better for two consecutive sessions in less than eight minutes.

8. Maintenance activities:
   a. advance to more complex puzzles
   b. have these simple puzzles available during free time periods

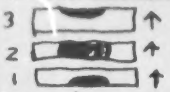
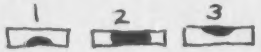
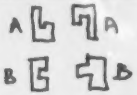
SEQUENCE: PUZZLE ASSEMBLY

Author L. VORDERER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1A	FOUR LEVEL TWO CARDS- PEACH, APPLE, HORSE, DOG	 (COMPLETED PICTURE IN FRONT OF THE STUDENT)	"PUT THE _____ TOGETHER." (PRESENT ONE AT A TIME)	MOVES TWO CARDS SO THAT THE PICTURE IS CORRECT	2	8	FR1 (TOKEN OR CANDY)	SHOW STUDENTS CORRECT RESPONSE AND HELP THEM DO IT.
1B	AS ABOVE	 (NO SAMPLE)	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
1C	AS ABOVE	 (NO SAMPLE)	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
1D	AS ABOVE	 (NO SAMPLE)	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
2A	FOUR LEVEL THREE CARDS- APPLE, PEACH, DOG, CAT.	 (SAMPLE PRESENTED)	PRESENT ONE AT A TIME- "PUT THE _____ TOGETHER."	MOVES THREE PIECES SO THAT PICTURE IS CORRECT.	AS ABOVE		AS ABOVE	AS ABOVE
2B	AS ABOVE	 (NO SAMPLE)	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
2C	AS ABOVE	 (NO SAMPLE)	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE

SEQUENCE: PUZZLE ASSEMBLY

Author L. VORDERER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
2D	As Above	(NO SAMPLE)	As Above	As Above	As Above	As Above	As Above
2E	As Above	 (NO SAMPLE)	As Above	As Above	As Above	As Above	As Above
3A	As Above	 (NO SAMPLE)	As Above	As Above	As Above	As Above	As Above
3B	As Above		As Above	As Above	As Above	As Above	As Above
4	FOUR PUZZLES FROM THE PLAY SCHOOL MATCH UP ANIMAL HOMES - SPIDER-WEB BIRD-NEST MONKEY-TREE COW-BARN	(NO SAMPLE)	PRESENT ONE AT A TIME, AND SAYS "PUT THE TWO PIECES TOGETHER."	MOVES TWO PIECES TOGETHER SO THE PICTURE IS CORRECT	2 8	FR1 (TOKEN OR CANDY)	SHOW STUDENT CORRECT RESPONSE AND HELP THEM TO DO IT.
5	As Above	 (NO SAMPLE)	PRESENT TWO AT A TIME AND SAY "PUT THE TWO PIECES OF EACH PUZZLE TOGETHER."	MOVES 2 PIECES TOGETHER TO MAKE 1 HOME THEN MOVES NEXT 2 PIECES	As Above	As Above	As Above

SEQUENCE: PUZZLE ASSEMBLY

Author L. VORDERER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	AS ABOVE	A B B A (NO SAMPLE)	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE
7	AS ABOVE	A C B D C A D B (NO SAMPLE)	PRESENT ALL FOUR PUZZLES AT ONE TIME AND SAY "PUT THE PIECES TOGETHER."	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Three Dimensional Puzzle Assembly **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Nov. 1969

Suggested Session Frequency and Length: 2-3 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual Ø, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to assemble four parts into a block upon verbal command and without assistance.

2. Statement of need/relation to long term goal: this task requires skills(hand/finger dexterity, perceptual accuracy, etc.)necessary for many more advanced skills requiring hand/eye coordination.

3. Prerequisite skills:
   a. visual discrimination
   b. fine motor control
   c. attention span of at least 5 minutes

4. Materials required:
   a. one 3x4x6 inch styrofoam block with a 5x4 section cut out of the middle.
   b. two 5x2x4 inch styrofoam sections
   c. two 2 1/2 x2x4 inch styrofoam sections

5. Means of initial assessment: conduct phase 3 as a pre-test.

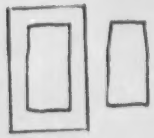
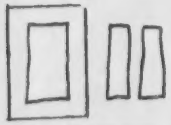
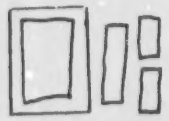
6. Reward/reward schedule: this sequence is designed to use candy or token rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right".

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test in less than 3 minutes or getting 90% or better correct on phase 3 for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct in group situations
   b. advance to other assembly tasks
   c. advance to other manipulation tasks(matching, pegs, etc.)

SEQUENCE: 3D PUZZLE ASSEMBLY

Author J.E. McCORMACK Page 1 of 1

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1A	3D PUZZLE ASSEMBLY, MATERIALS A AND B		*(SEE WARNING) DEMONSTRATE HOW THE TWO PARTS GO TOGETHER PUT PART A ON TABLE, AND PUT PART B HALF WAY INTO IT. SAY, "PUT THE BLOCK TOGETHER"	PUTS THE BLOCK TOGETHER.	5	5	FR1 (CANDY OR TOKEN)	SHOW STUDENT CORRECT RESPONSE AND HELP HIM DO IT
1B	AS ABOVE	AS ABOVE	PUT PART B BESIDE BESIDE PART A AND SAY, "PUT THE BLOCK TOGETHER."	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
2	3D PUZZLE ASSEMBLY MATERIALS A AND C		PLACE PARTS C BESIDE PART A AND SAY "PUT THE BLOCK TOGETHER"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
3	3D PUZZLE ASSEMBLY MATERIALS A AND D		PLACE PARTS D BESIDE PART A AND SAY "PUT THE BLOCK TOGETHER"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
			*WARNING FOR ALL PHASES: DO NOT LET THE STUDENT TAKE PART A OFF THE TABLE UNTIL HE HAS PUT IT TOGETHER.					

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Object Recognition **Draft #** 1

Author(s): Michelle Shuster

Date of This Draft: April 1976

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, ▬ group ○, class ○ Instruction.

1. Instuctional objective: in a one to one tutorial the learner will be able to recognize(touch or point to) 12 objects:apple,book,spoon,hat,crayon,ball, pencil,shoe,comb,scissors,glass,and ruler upon command and without assistance.

2. Statement of need/relation to long term goal: this task assists in the development of fine visual discrimination and aids in the development of receptive language skills as a prerequisite for expressive language skills.

3. Prerequisite skills:
   a. physically able to point to or touch objects
   b. receptive language (one word)
   c. attention span of at least five minutes

4. Materials required: apple,book,spoon,hat,crayon.ball,pencil,shoe,comb,scissors, glass, and ruler.

5. Means of initial assessment: conduct pre-test in sequence record.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do It He Does It Right." See sequence reward schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test or getting 90% or better correct on phase 6 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include object recognition skills in small group activities
   b. advance to other recognition tasks using colors, shapes, etc.
   c. advance to other tasks using objects(i.e. object identification, word-object association)

SEQUENCE: OBJECT RECOGNITION

Author M. SHUSTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	12 OBJECTS: APPLE, BOOK, SPOON, HAT, CRAYON, BALL, PENCIL, SHOE, COMB, SCISSORS, GLASS, RULER	SET 4 OBJECTS ON TABLE AT A TIME, MOVE POSITION OF OBJECTS AFTER EACH TRIAL. AFTER THE FIRST 4 OBJECTS ARE PRESENTED, REMOVE THEM AND PUT OUT 4 OTHER OBJECTS. CONTINUE THIS PROCEDURE UNTIL EACH OF THE 12 OBJECTS HAVE BEEN PRESENTED.	GIVE THE COMMAND: "POINT TO THE ____."	POINT TO THE OBJECT BEING ASKED.	1 12	TOKEN AND VERBAL PRAISE	NOTHING
1A	APPLE, BOOK	PLACE BOTH OBJECTS ON THE TABLE	HOLD UP THE APPLE AND SAY, "THIS IS AN APPLE." THEN HOLD UP THE BOOK AND SAY, "THIS IS A BOOK". REPEAT THIS SEQUENCE 4 TIMES, REPLACE BOTH OBJECTS ON THE TABLE AND ASK THE LEARNER TO POINT TO THE APPLE AND THEN TO THE BOOK.	POINT TO THE OBJECT ASKED.	5 10	TOKEN AND VERBAL PRAISE	SHOW LEARNER CORRECT OBJECT AND SAY, "NO, THAT IS THE ___. THIS IS THE ___."
1B	AS ABOVE	AS ABOVE	GIVE THE COMMAND TO "POINT TO THE ___."	AS ABOVE	5 10	AS ABOVE	AS ABOVE
2	APPLE, BOOK, SPOON, BALL	PLACE ALL OBJECTS ON TABLE	HOLD UP SPOON AND BALL, SAY "THIS IS A BALL" AND THEN REPEAT FOR SPOON. REPEAT SEQUENCE TWICE AND THEN PUT OBJECTS ON TABLE. ASK LEARNER "POINT TO THE___."	AS ABOVE	3 12	AS ABOVE	AS ABOVE

SEQUENCE: OBJECT RECOGNITION

Author M. SHUSTER

Page 2 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
3	CRAYON,HAT, PENCIL,SHOE	AS ABOVE	USING THE PROCEDURE DESCRIBED IN PHASE 2,INTRODUCE THE OBJECTS.THEN ASK THE LEARNER TO "POINT TO THE ___."USING ALL 4 OBJECTS.	AS ABOVE	3	12	AS ABOVE	AS ABOVE
4	APPLE,BOOK, SPOON,BALL, CRAYON,HAT, PENCIL,SHOE	PRESENT THE OBJECTS IN GROUPS OF 4 AT A TIME.MOVE THE POSITION OF THE OBJECTS AFTER EACH TRIAL.ONCE ALL OF THE OBJECTS IN THE FIRST GROUP HAVE BEEN ASKED,REMOVE THEM AND AND PRESENT THE NEXT GROUP OF 4.	AS ABOVE	AS ABOVE	3	24	AS ABOVE	AS ABOVE
5	COMB,GLASS, SCISSORS,RULER	PLACE ALL OBJECTS ON TABLE.	AS ABOVE	AS ABOVE	3	12	AS ABOVE	AS ABOVE
6	CONDUCT PRE-TEST							

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Establishing Visual Acuity **Draft #** 3

Author(s): A. Chalmers

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual Ø, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to locate a piece of candy under one of three identical cups on verbal command and without assistance .

2. Statement of need/relation to long term goal: this task requires the development of fine visual tracking, visual motor coordination, visual memory and visual discrimination skills.

3. Prerequisite skills:
   a. simple receptive language (one word)
   b. fine motor coordination(pincer grasp)
   c. can maintain attention for up to 5 minutes

4. Materials required:
   box of candy
   3 identical cups
   3" diameter red circle
   piece of white paper

5. Means of initial assessment: pretest (see sequence)

6. Reward/reward schedule: this sequence is designed to use candy rewards; however other forms of reinforcement can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right."

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 8 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. integrate visual acuity skill into group activities
   b. conduct phase 8 once every month for 4 months and once every 3 months for a year.
   c. advance to visual discrimination tasks(matching, sorting, etc.)

SEQUENCE: ESTABLISHING VISUAL ACUITY

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS		WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	BOX OF CANDY THREE IDENTICAL CUPS	THREE CUPS IN FRONT OF STUDENT SITTING ACROSS FROM TUTOR	TAKE CANDY FROM BOX, PLACE UNDER CUP. TELL STUDENT TO EAT THE CANDY.	MUST PICK CORRECT CUP IN 5 SECONDS-ON FIRST CHOICE	10	10	STUDENT EATS CANDY AND GIVE VERBAL PRAISE	SAY NOTHING-REMOVE CANDY AND BEGIN NEW TRIAL.
1A	3" DIA. RED PAPER CIRCLE BOX OF CANDY	STUDENT SITS ACROSS FROM TUTOR. PUT RED CIRCLE BEFORE STUDENT.	STAND UP, TAKE CANDY ON BOX, PLACE ON RED CIRCLE WHILE SAYING STUDENTS NAME.	STUDENT HAS 15 SECONDS TO TAKE CANDY.	10	10	AS ABOVE	IF STUDENT DOES NOT TAKE CANDY, REMOVE IT AND EAT IT.
1B	AS ABOVE	AS ABOVE	AS ABOVE	STUDENT HAS 10 SECONDS TO TAKE CANDY	10	10	AS ABOVE	AS ABOVE
2	AS ABOVE	AS ABOVE	AS ABOVE BUT DO NOT STAND UP	AS ABOVE	10	10	AS ABOVE	AS ABOVE
3	AS ABOVE	AS ABOVE	TAKE CANDY, PLACE ON RED CIRCLE	AS ABOVE	10	10	AS ABOVE	AS ABOVE
4	BOX OF CANDY	STUDENT SITS ACROSS FROM TEACHER	TAKE CANDY, PLACE ON TABLE	STUDENT HAS 5 SECONDS TO TAKE CANDY	10	10	AS ABOVE	AS ABOVE

SEQUENCE: ESTABLISHING VISUAL ACUITY

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
5	BOX OF CANDY PIECE OF WHITE PAPER	AS ABOVE	TAKE CANDY, PLACE ON TABLE, COVER WITH WHITE PAPER	STUDENT MUST TAKE CANDY WITHIN 10 SEC.	10	10	AS ABOVE	AS ABOVE
6	BOX OF CANDY, 1 CUP	SAME AS ABOVE AND PUT ONE CUP IN FRONT OF STUDENT	TAKE CANDY FROM BOX PLACE UNDER CUP	MUST PICK UP CUP AND TAKE CANDY WITHIN 5 SECONDS	10	10	AS ABOVE	AS ABOVE
7	BOX OF CANDY 2 IDENTICAL CUPS	SAME AS ABOVE AND TWO CUPS	AS ABOVE	MUST PICK CORRECT CUP ON FIRST CHOICE AND WITHIN 5 SECONDS	10	10	AS ABOVE	AS ABOVE
8	SAME AS PRE-TEST							

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Clothing Recognition **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Feb. 1973

Suggested Session Frequency and Length: 3-4 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual ⊗, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to point to ten common clothing items upon request and without assistance.

2. Statement of need/relation to long range goal: this task is intended to provide the learner with a skill which is a prerequisite for various ADL tasks. It also assists the learner to develop finer item recognition skills.

3. Prerequisite skills:
   a. fine visual discrimination
   b. simple recognition skills(pictures, objects, etc.)
   c. motor ability to touch various clothing items placed on a table
   d. attention span of at least five minutes

4. Materials required: ten common clothing items (see pre-test).

5. Means of initial assessment: conduct indicated pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence -getting 95% or better correct on the pre-test of getting 90% or better correct on phase 6 for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in group situations
   b. advance to other example of these 10 itesm(see phase 7)
   c. advance to other clothes(see phases 8,9, and 10)
   d. advance to clothes identification.

SEQUENCE: CLOTHES RECOGNITION

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	USE REAL ITEMS: SHIRT, DRESS PANTS, HAT UNDERPANTS, SOCKS (PAIR), SHOE, BELT, MITTENS (PAIR) COAT	PLACE ALL ITEMS ON TABLE	SAY, "WHERE'S THE ------?"	TOUCH OR PICK UP THE REQUESTED ITEM	2 20	PRAISE AND A TOKEN (OR FOOD IF STUDENT ISN'T TOKEN-TRAINED)	NONE
1	SHOE, HAT, BELT	PLACE 3 ITEMS ON TABLE, WITH CORRECT ITEM ON PLACEMAT	SAY, "TOUCH THE ___" OR "WHERE'S THE ___" OR "SHOW ME THE ___"	AS ABOVE	5 15	AS ABOVE	YOU TOUCH THE CORRECT ITEM; STUDENT IMITATES, GIVE PRAISE ONLY
2	AS ABOVE	PLACE 3 ITEMS ON TABLE (USE NO PLACEMAT)	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE
3	SOCKS, PANTS, MITTENS	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE
4	SHOE, HAT, BELT, SOCKS, PANTS, MITTENS	PLACE 6 ITEMS ON TABLE	AS ABOVE	AS ABOVE	3 18	AS ABOVE	AS ABOVE
5	SHIRT, DRESS UNDERPANTS, COAT	PLACE ITEMS ON TABLE	SAY, "TOUCH THE ___" OR "WHERE'S THE ___" OR "SHOW ME THE ___"	TOUCH OR PICK UP THE REQUESTED ITEM	5 20	PRAISE AND A TOKEN (OR FOOD IF STUDENT IS NOT TOKEN-TRAINED)	AS ABOVE

SEQUENCE: CLOTHING RECOGNITION

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	ALL 10 ITEMS SHOE, HAT, BELT, SOCKS, PANTS, MITTENS, SHIRT, UNDER-PANTS, DRESS, COAT	PLACE ITEMS ON TABLE	SAY, "TOUCH THE ___" OR "WHERE'S THE ___?" OR "SHOW ME THE ___"	TOUCH OR PICK UP THE REQUESTED ITEM	2	20	PRAISE AND A TOKEN (OR FOOD IF STUDENT ISN'T TOKEN-TRAINED)	YOU TOUCH THE CORRECT ITEM; WHEN STUDENT IMITATES, GIVE PRAISE ONLY
7	10 GENERALIZATION ITEMS ___ A DIFFERENT SHOE, HAT, BELT, ETC.	AS ABOVE	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
SUMMARY OF ADDITIONAL PHASES:								
8	SNEAKERS, SHORT, UNDER-SHIRT, GLOVES, JACKET, RAIN-COAT	AS ABOVE	AS ABOVE	AS ABOVE	3	18	AS ABOVE	AS ABOVE
9	FOR GIRLS ONLY BLOUSE, SLACKS, TIGHTS, SLIP, SKIRT, PANTIES, BRA	AS ABOVE	AS ABOVE	AS ABOVE	3	21	AS ABOVE	AS ABOVE
10	BUTTON, ZIPPER, SNAP, SHOELACES, PIN	AS ABOVE	AS ABOVE	AS ABOVE	4	20	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Body Parts Recognition **Draft #** 2

Author(s): Nancy K. Silver

Date of This Draft: June 1972

Suggested Session Frequency and Length: 3-4 **sessions per week.**
6-15 **minutes per session.**

Sequence Designed for: individual X, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to independently point to twenty various body parts upon verbal command and without assistance.

2. Statement of need/relation to long range goal: this task helps the learner acquire skills required for most ADL tasks. Also assists in the development of body awareness.

3. Prerequisite skills:
   a. visual discrimination
   b. receptive language-single word
   c. motor ability to touch all indicated body parts
   d. attention span of at least five minutes

4. Materials required:
   a. mannequin or large doll with the twenty body parts in the pre-test.
   b. the learner must have the twenty indicated body parts.

5. Means of initial assessment: conduct the pre-test indicated on the sequence record.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and ~~in such~~ cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence -getting 95% or better correct on the pre-test or getting 90% or better correct on phase 12 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct this task in group situations
   b. advance to other tasks requiring recognition of body parts
   c. advance to more complex recognition tasks

SEQUENCE: Body Recognition

Author N. Silver

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	(20 PARTS-STUDENTS OWN BODY) EYE, ARM, SHOULDER NOSE, LEG, ANKLE, EAR, NECK, FINGER, FOOT, KNEE, ELBOW, TOE, TONGUE, HAND, TEETH, STOMACH, HAIR, CHEST, MOUTH	STUDENT SITS IN CHAIR FACING TEACHER	SAYS "TOUCH YOUR ___." (DO NOT CUE RESPONSE IN ANY WAY)	STUDENT TOUCHES PART ON OWN BODY	20 AND 2ND CHANCE ON MISSED ITEMS	PRAISE AND TOKEN FOR EACH CORRECT RESPONSE	NONE
1A	MANNEQUIN-ARM, LEG	PLACE MANNEQUIN IN FRONT OF STUDENT	SAY "THIS IS AN ARM AND THIS IS A LEG, POINT TO THE ___."	STUDENT TOUCHES PART ON MANNEQUIN	2 4	AS ABOVE	TEACHER TOUCHES PART REQUESTED AND REPEATS COMMAND-WHEN STUDENT RESPONDS CORRECTLY, GIVE PRAISE.
B	STUDENT'S OWN BODY-ARM, LEG	STUDENT OPPOSITE TEACHER	SAY "TOUCH YOUR ___."	STUDENT TOUCHES PART ON OWN BODY	2 4	AS ABOVE	AS ABOVE
2A	MANNEQUIN-HAND, FOOT	PLACE MANNEQUIN IN FRONT OF STUDENT	SEE 1A PHASE	STUDENT TOUCHES PART ON MANNEQUIN	2 4	AS ABOVE	AS ABOVE
B	STUDENT'S OWN BODY-HAND, FOOT	STUDENT OPPOSITE TEACHER	SEE 1B PHASE	1B PHASE	2 4	AS ABOVE	AS ABOVE

SEQUENCE: BODY RECOGNITION

Author N. SILVER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
3A	MANNEQUIN-FINGER, TOE	SEE 1A PHASE	1A PHASE	1A PHASE	2	4	PRAISE AND TOKEN FOR EACH CORRECT RESP.	TEACHER TOUCHES PART REQUESTED AND REPEATS COMMAND-WHEN STUDENT RESPONDS CORRECTLY, GIVE PRAISE.
B	STUDENT'S OWN BODY-FINGER, TOE	SEE 1B PHASE	1B PHASE	1B PHASE	2	4	AS ABOVE	AS ABOVE
4	STUDENT'S OWN BODY-ARM, LEG, HAND, FOOT, FINGER, TOE,	STUDENT SITS OPPOSITE TEACHER	SAY, "TOUCH YOUR___."	STUDENT TOUCHES PART ON OWN BODY	2	12	AS ABOVE	AS ABOVE
5A	MANNEQUIN-EYE, EAR, NOSE	SEE 1A PHASE	SEE 1A PHASE	1A PHASE	2	6	AS ABOVE	AS ABOVE
B	STUDENT'S OWN BODY-EYE, EAR, NOSE	SEE 1B PHASE	1B PHASE	1B PHASE	2	6	AS ABOVE	AS ABOVE
6A	MANNEQUIN-KNEE, ELBOW, ANKLE	SEE 1A PHASE	1A PHASE	1A PHASE	2	6	AS ABOVE	AS ABOVE
B	STUDENT'S OWN BODY-KNEE, ELBOW, ANKLE	SEE 1B PHASE	1B PHASE	1B PHASE	2	6	AS ABOVE	AS ABOVE

SEQUENCE: BODY RECOGNITION — Author A. SILVER — Page 3 of 4

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
7A	MANNEQUIN-SHOULDER, STOMACH, CHEST	SEE 1A PHASE	1A PHASE	1A PHASE	2	6	AS ABOVE	AS ABOVE
B	STUDENT'S OWN BODY-SHOULDER, STOMACH, CHEST	SEE 1B PHASE	1B PHASE	1B PHASE	2	6	AS ABOVE	AS ABOVE
8	STUDENT'S OWN BODY-EAR, NOSE, KNEE, ANKLE, ELBOW, SHOULDER, CHEST, STOMACH	STUDENT SITS OPPOSITE TEACHER	SAY, "TOUCH YOUR___."	STUDENT TOUCHES PART ON OWN BODY	2	18	AS ABOVE	AS ABOVE
9A	TEACHER'S-MOUTH, TEETH, TONGUE	STUDENT SITS OPPOSITE TEACHER	SAY, "THIS IS A TONGUE, TEETH, MOUTH, POINT TO MY TONGUE, TEETH, MOUTH.	STUDENT POINTS TO YOUR TONGUE, MOUTH, TEETH	2	6	AS ABOVE	AS ABOVE
B	STUDENT'S OWN BODY-MOUTH, TEETH, TONGUE	SEE 1B PHASE	1B PHASE	1B PHASE	2	6	AS ABOVE	AS ABOVE
10A	MANNEQUIN-NECK, HAIR	SEE 1A PHASE	1A PHASE	1A PHASE	2	4	AS ABOVE	AS ABOVE
B	STUDENT'S OWN BODY-NECK, HAIR	SEE 1B PHASE	1B PHASE	1B PHASE	2	4	AS ABOVE	AS ABOVE

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SEQUENCE: Body Recognition

Author: L. Silver

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
11	STUDENT'S OWN BODY- MOUTH, TEETH, TONGUE, NECK, HAIR	STUDENT SITS OPPOSITE TEACHER	SAY, "TOUCH YOUR__."	STUDENT TOUCHES PART ON OWN BODY	2	10	AS ABOVE	AS ABOVE
12	STUDENT'S OWN BODY - EYE, ARM, SHOULDER, NOSE, LEG, ANKLE, EAR, NECK, FINGER, FOOT, KNEE, ELBOW, TOE, TONGUE, HAND, TEETH, STOMACH, HAIR, CHEST, MOUTH	AS ABOVE	AS ABOVE	AS ABOVE	1	20	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Picture Recognition **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Feb. 1974

Suggested Session Frequency and Length: 3-5 sessions per week.
5-10 minutes per session.

Sequence Designed for: individual X, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to recognize(touch or point to) a picture of:knife,apple,book,spoon,ball,crayon,toothbrush,boots,wagon,cake,pencil,orange,swing,fork,shoes,dress,comb,cat,sink,couch,brush,table,glasses,television,mittens,blocks,carrot,rabbit,bread,flower,ice cream cone and chair on verbal command and without assistance.

2. Statement of need/relation to long term goal: this pre-academic task relates to the development of fine visual discrimination and assists in the development of receptive language skills as a prerequisite for expressive language skills.

3. Prerequisite skills:
   a. physically able to point to or touch objects
   b. auditory discrimination
   c. attention span of at least 5 minutes

4. Materials required: 32 pictures, one each of:knife,apple,book,spoon,ball,crayon,toothbrush,boots,wagon,cake,pencil,orange,swing,fork,shoes,dress,comb,cat,sink,couch,brush,table,glasses,television,mittens,blocks,rabbit,bread,flower, ice cream cone and chair.

5. Means of initial assessment: conduct pre-test in sequence record.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 7 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include picture recognition skill in small group activities
   b. construct an object bingo game incorporating the pictures into the game cards to conduct during daily group activity.
   c. advance to other recognition tasks using colors,shapes,objects, etc.
   d. advance to other picture tasks.

SEQUENCE: PICTURE RECOGNITION

Author J.E.McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	32 PICTURES: KNIFE, APPLE, BOOK, SPOON, BALL, CRAYON, TOOTHBRUSH, BOOTS, WAGON, CAKE, PENCIL, ORANGE, SWING, FORK, SHOES, DRESS, COMB, CAT, SINK, COUCH, BRUSH, TABLE, GLASSES, TELEVISION, MITTENS, BLOCKS, CARROT, RABBIT, BREAD, FLOWER, ICE CREAM CONE, CHAIR.	SET 4 PICTURES ON TABLE AT A TIME. MOVE POSITION OF PICTURES AFTER EACH TRIAL. AFTER THE FIRST 4 PICTURES ARE PRESENTED, REMOVE THEM AND PUT OUT 4 OTHER PICTURES. CONTINUE THIS PROCEDURE UNTIL EACH OF THE 32 PICTURES HAVE BEEN PRESENTED.	GIVE THE COMMAND: "POINT TO THE____."	POINT TO THE PICTURE BEING ASKED.	1	32	TOKEN AND VERBAL PRAISE.	NOTHING.
1A	PICTURES OF: APPLE, BOOK	PLACE BOTH PICTURES ON THE TABLE.	HOLD UP THE PICTURE OF THE APPLE & SAY "THIS IS AN APPLE." THEN HOLD UP THE PICTURE OF THE BOOK & SAY "THIS IS THE BOOK." REPEAT THIS SEQUENCE 4 TIMES. REPLACE BOTH PICTURES ON THE TABLE AND ASK THE LEARNER TO POINT TO THE APPLE AND THEN TO THE BOOK.	POINT TO THE PICTURE ASKED.	5	10	TOKEN AND VERBAL PRAISE	SHOW LEARNER CORRECT PICTURE & SAY "NO, THAT IS THE PICTURE OF THE ___. THIS IS THE PICTURE OF THE _____."

SEQUENCE: PICTURE RECOGNITION

Author J.E. McCORMACK

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1B	AS ABOVE	AS ABOVE	GIVE THE COMMAND TO POINT TO THE ___."	AS ABOVE	5 / 10	AS ABOVE	AS ABOVE
2	PICTURES OF: APPLE, BOOK, SPOON, BALL.	PLACE ALL THE PICTURES ON TABLE.	HOLD UP PICTURES OF THE SPOON AND BALL, SAY "THIS IS A BALL" AND THEN REPEAT FOR SPOON. REPEAT SEQUENCE TWICE AND THEN PUT THE PICTURES BACK ON THE TABLE. ASK THE LEARNER TO "POINT TO THE _____."	POINT TO THE PICTURE ASKED.	3 / 12	AS ABOVE	AS ABOVE
3	PICTURES OF: APPLE, BOOK, SPOON, BALL, CRAYON, BOOTS, WAGON, TOOTHBRUSH.	PRESENT THE PICTURES IN GROUPS OF 4 AT A TIME. MOVE THE POSITION OF THE PICTURES AFTER EACH TRIAL. ONCE ALL OF THE PICTURES IN THE FIRST GROUP OF 4 HAS BEEN ASKED, REMOVE THEM AND PRESENT ANOTHER GROUP OF 4. CONTINUE THIS PROCEDURE UNTIL ALL THE PICTURES HAVE BEEN PRESENTED.	USING THE PROCEDURE DESCRIBED IN PHASE 2, INTRODUCE THE PICTURES OF CRAYON, BOOTS, WAGON, AND TOOTHBRUSH, THEN ASK STUDENT TO "POINT TO THE ____." USING ALL 8 PICTURES.	AS ABOVE	3 / 24	AS ABOVE	AS ABOVE

SEQUENCE: Picture Recognition

Author J.E. McCormack

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	PICTURES OF: CAKE, PENCIL, ORANGE, SWING, FORK, SHOES, DRESS, COMB.	AS ABOVE	USING THE PROCEDURE DESCRIBED IN PHASE 2, INTROCUDE THE PICTURES OF THE CAKE, PENCIL, ORANGE, SWING, FORK, SHOES, DRESS, AND COMB. THEN ASK THE LEARNER TO "POINT TO THE ___" UNTIL ALL 16 PICTURES ARE ASKED.	AS ABOVE	1	16	AS ABOVE	AS ABOVE
5	PICTURES OF: CAT, SINK, COUCH, BRUSH, CHAIR, TABLE, GLASSES, TELEVISION.	AS ABOVE	INTROCUDE THESE PICTURES AS IN PHASE 2. THEN ASK LEARNER TO "POINT TO THE ___." UNTIL ALL 8 PICTURES HAVE BEEN ASKED.	AS ABOVE	2	16	AS ABOVE	AS ABOVE
6	PICTURES IN PHASE 5 PLUS: MITTENS, BLOCKS, CARROTS, RABBIT, BREAD, FLOWER, KNIFE, ICE CREAM CONE.	AS ABOVE	INTRODUCE THE NEW PICTURES AS IN PHASE 2. THEN ASK STUDENT TO "POINT TO THE ____." UNTIL ALL 16 PICTURES HAVE BEEN ASKED.	AS ABOVE	1	16	AS ABOVE	AS ABOVE
7	SEE PRETEST	SEE PRETEST	SEE PRETEST	SEE PRETEST	SEE PRETEST		SEE PRETEST	SEE PRETEST

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Color Recognition **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: April 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual Ø, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to point to each of 9 color squares upon verbal request and without assistance.

2. Statement of need/relation to long range goal: this task assists in the inter-modality skills, leads to finer visual discrimination for colors, similarities and differences. It is often a prerequisite to color identification.

3. Prerequisite skills:
   a. receptive language(one word)
   b. match or sort colors
   c. physically can point or has some means of indicating choice
   d. attention span of at least five minutes

4. Materials required: see sequence

5. Means of initial assessment: conduct pre-test in sequence record.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 5 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecucive sessions.

8. Maintenance activities:
   a. conduct during group activities
   b. advance to other tasks using color recognition
   c. advance to color identification

SEQUENCE: COLOR RECOGNITION

Author J.E. McCORMACK

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS		WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	9 COLORED CARDBOARD SHAPES-RED, BLUE, GREEN, YELLOW, ORANGE, PURPLE, BROWN, BLACK, WHITE	PLACE ALL 9 COLORED SHAPES ON TABLE	"POINT TO ___."	POINTS TO COLOR NAMED	2	18	"GOOD"	SAY NOTHING; GO ON TO NEXT.
1A	RED, BLUE, & YELLOW SHAPES	PLACE ALL ON TABLE	"THIS IS ___." TUTOR POINTS (KEEP FINGER ON COLOR) "POINT TO ___."	POINTS TO COLOR NAMED	4	12	SOCIAL AND PREFERRED REWARD	"NO, THIS IS ___." ASSIST LEARNER TO POINT TO CORRECT COLOR.
1B	AS ABOVE	AS ABOVE	"THIS IS ___." TUTOR POINTS (REMOVES FINGER) "POINT TO ___."	AS ABOVE	4	12	AS ABOVE	AS ABOVE
1C	AS ABOVE	AS ABOVE	"POINT TO ___."	AS ABOVE	4	12	AS ABOVE	AS ABOVE
2A	RED, YELLOW, GREEN, BLACK	AS ABOVE	AS IN 1A	AS ABOVE	4	16	AS ABOVE	AS ABOVE
2B	AS ABOVE	AS ABOVE	AS IN 1B	AS ABOVE	4	16	AS ABOVE	AS ABOVE
2C	AS ABOVE	AS ABOVE	AS IN 1C	AS ABOVE	4	16	AS ABOVE	AS ABOVE
3A	RED, BLUE, GREEN, BLACK, ORANGE, PURPLE	AS ABOVE	AS IN 1A	AS ABOVE	3	18	AS ABOVE	AS ABOVE

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SEQUENCE COLOR RECOGNITION

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
3B	AS ABOVE	AS ABOVE	AS IN 1B	AS ABOVE	3	18	AS ABOVE	AS ABOVE
3C	AS ABOVE	AS ABOVE	AS IN 1C	AS ABOVE	3	18	AS ABOVE	AS ABOVE
4A	BLUE, YELLOW, ORANGE, WHITE, PURPLE, BROWN	AS ABOVE	AS IN 1A	AS ABOVE	3	18	AS ABOVE	AS ABOVE
4B	AS ABOVE	AS ABOVE	AS IN 1B	AS ABOVE	3	18	AS ABOVE	AS ABOVE
4C	AS ABOVE	AS ABOVE	AS IN 1C	AS ABOVE	3	18	AS ABOVE	AS ABOVE
5	ALL 9 COLORS	AS ABOVE	"POINT TO ___."	AS ABOVE	2	18	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Shape Recognition **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: August 1973

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual XX, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to point to various shapes(circle, triangle, hexagon, star, square, and star) upon command and without assistance.

2. Statement of need/relation to long range goal: this task assists in the development of those recognition skills involving receptive language and hand/eye coordination necessary for the acquisition of numerous academic and pre-vocational skills.

3. Prerequisite skills:
   a. ability to match/sort shapes
   b. receptive language(one word)
   c. ability to point or otherwise indicate choice
   d. attention span of at least five minutes

4. Materials required: shapes cut from 4x4 inch cardboard; see sequence for shapes and colors.

5. Means of initial assessment: conduct sequence indicated pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test or getting 90% or better correct on phase 7 for two consectuive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct this task during group activities
   b. advance to shape identification
   c. advance to recognition of other items; number,letters, etc.

SEQUENCE: SHAPE RECOGNITION

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	SHAPES: TRIANGLE, STAR, DIAMOND, HEXAGON, CIRCLE, SQUARE CUT FROM CARDBOARD AND COLORED RED.	PUT ALL OUT ON TABLE	"POINT TO ___."	POINTS TO SHAPES NAMED.	2	12	"GOOD"	NOTHING, ADVANCE TO NEXT SHAPES.
1	RED CIRCLE, BLUE SQUARE, YELLOW STAR	AS ABOVE	AS ABOVE	AS ABOVE	4	12	PREFERRED AND SOCIAL REWARD	"NO, THIS IS THE ___." ASSIST THE LEARNER TO POINT TO CORRECT SHAPE.
2	RED CIRCLE, BLUE SQUARE, RED STAR	AS ABOVE	AS ABOVE	AS ABOVE	4	12	AS ABOVE	AS ABOVE
3	RED CIRCLE, RED STAR, RED SQUARE	AS ABOVE	AS ABOVE	AS ABOVE	4	12	AS ABOVE	AS ABOVE
4	CIRCLE, STAR, SQUARE (RED); HEXAGON (BLUE); DIAMOND (GREEN); TRIANGLE (YELLOW).	AS ABOVE	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE
5	CIRCLE, STAR, SQUARE, TRIANGLE (RED); HEXAGON (BLUE); DIAMOND (GREEN).	AS ABOVE	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE

SEQUENCE: SHAPE RECOGNITION

Author J.E. McCORMACK

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	ALL RED EXCEPT, HEXAGON(BLUE).	AS ABOVE	AS ABOVE	AS ABOVE	2 12	AS ABOVE	AS ABOVE
7	ALL RED SHAPES	AS ABOVE	AS ABOVE	AS ABOVE	2 12	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Size Recognition-Long/Short **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-15 **minutes per session**

Sequence Designed for: individual ⊗, small group ○, class ○ Instruction.

1. Instructional objective; in a one to one tutorial the learner will be able to select long or short items from like and unlike pairs upon request and without assistance.

2. Statement of need/relation to long range goal: this task assists in the development of those fine visual discrimination skills required in various workshop tasks.

3. Prerequisite skills:
   a. abililty to match long/short items
   b. one word receptive language
   c. ability to recognize objects, pictures, etc.
   d. attention span of at least five minutes

4. Materials required: see sequence for appropriate materials.

5. Means of initial assessment: conduct phase 13 as a pretest.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for rewards schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test or getting 90% or better correct on phase 13 for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct with other objects
   b. conduct during group activities
   c. use pictures of objects to determine long/short
   d. advance to other size recognition tasks

SEQUENCE: Size Recognition-Long/Short

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRETEST: DO PHASE	13					SOCIAL REINFORCER AT END OF PHASE GO TO SIZE I.D.	NOTHING. BEGIN APPROP. PHASE OF PREREQUISITE PROGRAM
1	6' LONG RIBBON (OR ROPE)	PLACE IN FRONT OF STUDENT	"FIND THE (PAUSE) LONG RIBBON." ASSIST STUDENT IN STRETCHING RIBBON TO ARMS LENGTH AFTER (S)HE FINDS THE CORRECT ITEM.	FINDS THE CORRECT ITEM. HAVE STUDENT REPEAT LONG (SHORT) IF POSSIBLE.		SOCIAL REINFORCER, PREF. REWARD AT END OF PHASE SAY, "YOU FOUND THE LONG."	ASSIST STUDENT IN FINDING CORRECT ITEM. THEN SOCIAL REINF. + SAY, "YOU FOUND THE LONG" AFTER CR RESPONSE.
2	6' LONG RIBBON, 1' SHORT RIBBON (SAME COLOR)	AS ABOVE	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
3	1' SHORT RIBBON	AS ABOVE	AS ABOVE, EXCEPT SUBSTITUTE SHORT	AS ABOVE		AS ABOVE (SUB. SHORT)	AS ABOVE (SUB. SHORT)
4	6' LONG RIB. 1' SHORT RIB	AS ABOVE	SAME "(FIND THE (PAUSE) SHORT RIB."	AS ABOVE		AS ABOVE	AS ABOVE
5	AS ABOVE	AS ABOVE	RANDOMLY REQUEST "FIND THE (PAUSE) LONG (SHORT) RIBBON."	AS ABOVE		AS ABOVE	AS ABOVE

SEQUENCE: SIZE RECOGNITION-LONG/SHORT

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	LONG WOODEN BUILDING BLOCK	SAME AS PHASE 1					
7	LONG WOODEN BUILDING BLOCK (AT LEAST 8" DIFFERENCE)	SAME AS PHASE 2					
8	SHORT BUILDING BLOCK	SAME AS PHASE 3					
9	LONG BUILDING BLCK. SHORT BUILDING BLCK.	SAME AS PHASE 4					
10	AS ABOVE	SAME AS PHASE 5					
11	1-6" RED RIBBON 1-5" RED RIBBON	SAME AS PHASE 5					
12	1-6" RED RIBBON 1-5" RED RIBBON	SAME AS PHASE 5					
13	1-6" RED RIBBON 1 SHORT SILVER SCREW 1-1' RIBBON(ROPE) 1 SHORT BUILDING BLOCK	PLACE ANY 2 ITEMS IN FRONT OF STUDENT.	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Size Recognition-Big/Little **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 2-5 **sessions per week.**
3-10 **minutes per session.**

Sequence Designed for: individual ●, sm group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to select the big(or little) (by volume) item like and unlike pairs upon request and without assistance.

2. Statement of need/relation to long range goals: this task assists in the development of those fine visual discrimination skills required in many workshop activities.

3. Prerequisite skills:
   a. match big and little objects
   b. one word receptive language
   c. can recognize objects, pictures, etc.
   d. attention span of at least three minutes

4. Materials required: see sequence.

5. Means of initial assessment: conduct phase 14 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use social and preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pretest or getting 90% or better correct on phase 14 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct with other objects
   b. conduct during group activities
   c. use pictures of objects to determine big/little
   d. advance to other size recognition tasks(long/short, etc.)

SEQUENCE: SIZE RECOGNITION-BIG/LITTLE (LARGE/SMALL)

Author HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRETEST - DO PHASE 14					5	10	SOCIAL REINFORCED AT END OF PHASE. GO TO SIZE I.D.	NOTHING. BEGIN APPROPR. PHASE OR PREREQUISITE PROGRAM.
1	CHALKBOARD CHALK	STAND, BEHIND OR BESIDE STUDENT WITH HAND OVER STUDENT'S HAND	ASSIST STUDENT IN DRAWING A BIG CIRCLE (THE LENGTH OF STUDENT'S ARM OR TO THE LIMITS OF THE BLACKBOARD) SAY, "DRAW (PAUSE) BIG CIRCLE." REPEAT WITH LITTLE (APPROX. 2" IN DIAMETER) CIRCLE.	STUDENT DRAWS CIRCLE WITH OR WITHOUT IF POSSIBLE) HELP. REPEAT "BIG (LITTLE) CIRCLE" IF VERBAL.	10	10	SOCIAL REINFORCE EACH RESPONSE + REPEAT "YOU DRAW A BIG (LITTLE) CIRCLE."	
2	1 BIG CHAIR	PLACE CHAIR(S) 5' AWAY FROM THE STUDENT (WHO IS STANDING)	SAY, "SIT IN THE (PAUSE) BIG CHAIR."	STUDENT SITS IN CORRECT CHAIR. HAVE STUDENT REPEAT, "BIG (LITTLE) CHAIR," IF POSSIBLE.	8	8	SOCIAL REINFORCER EACH CR RESPONSE PLUS, "YOU SAT IN THE (PAUSE) BIG CHAIR." PREF REWARD AT END.	DEMONSTRATE CORRECT RESP. SAYING, "BIG CHAIR". HAVE STUDENT IMITATE. SOCIAL REINFORCE WHEN RESPONDS CR.
3	1 BIG CHAIR 1 LITTLE CHAIR	AS ABOVE	AS ABOVE	AS ABOVE	8	8	AS ABOVE	BEFORE STUDENT MAKES CR RESP. LEAD TO CORRECT CHAIR, SAYING, "BIG CHAIR".

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SEQUENCE: SIZE RECOGNITION-BIG/LITTLE (LARGE/SMALL) Author HELMSTETTER Page 2 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	1 LITTLE CHAIR	AS ABOVE	SAY, "SIT IN THE (PAUSE) LITTLE CHAIR.	AS ABOVE	8	8	SAME (SUBSTITUTE LITTLE FOR BIG)	SAME AS PHASE 2
5	1 LITTLE CHAIR 1 BIG CHAIR	AS ABOVE	AS ABOVE	AS ABOVE	8	8	AS ABOVE	BEFORE STUDENT MAKES CR RESPONSE, LEAD TO CORRECT CHAIR, SAYING, "LITTLE CHAIR" AS STUDENT SITS.
6	AS ABOVE	AS ABOVE	SAY, "SIT IN BIG (LITTLE) CHAIR." ALTERNATE ORDER.	AS ABOVE	5	10	SAME (SUBSTITUTE BIG OR LITTLE APPR)	SAME (SUB. BIG OR LITTLE APPROPRIATELY)
7	1 BIG BALL 6" DIAMETER	PLACE IN FRONT OF STUDENT	SAY, "THROW THE (PAUSE) BIG BALL"	THROWS CORRECT BALL. HAVE STUDENT REPEAT BIG (LITTLE) BALL", IF POSSIBLE.	1	5	SOCIAL REINFORCER EACH CR RESPONSE SAY, "YOU THREW THE BIG BALL." PREFERRED REWARD AT END.	SAME AS PHASE 2, SAYING, "BIG BALL."
8	1 BIG BALL 6" DIA., 1 LITTLE BALL 3" DIA. (SAME COLOR)	AS ABOVE (ALTERNATE POSITIONS)	AS ABOVE	AS ABOVE	1	5	AS ABOVE	AS ABOVE
9	1 LITTLE BALL	SAME AS PHASE 7 (BUT USING LITTLE BALL)						

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SEQUENCE: SIZE RECOGNITION-BIG/LITTLE(LARGE/SMALL) Author HELMSTETTER Page 3 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
10	SAME AS PHASE 8 (BUT USING LITTLE BALL)							
11	1 BIG BALL 1 LITTLE BALL (SAME COLOR)	PLACE IN FRONT OF STUDENT	SAY, "THROW THE BIG (LITTLE) BALL."	THROWS CORRECT BALL	5	10	AS ABOVE	AS ABOVE
12	1 BIG RED PAPER BOX 2x5x7" 1 LITTLE RED PAPER BOX 1x2x3"	AS ABOVE	SAY, "FIND THE (PAUSE) BIG(LITTLE) BOX."	STUDENT FINDS CORRECT BOX	5	10	AS ABOVE	AS ABOVE
13	1 BIG PAPER CLIP, 1 SMALL PAPER CLIP	AS ABOVE	SAY, "FIND THE (PAUSE) BIG(LITTLE) PAPER CLIP."	STUDENT FINDS CORRECT ITEM.	5	10	AS ABOVE	AS ABOVE
14	1 SMALL RED PAPER BOX, 1 LARGE PAPER CLIP	AS ABOVE	SAY, "FIND THE BIG (LITTLE)"	FINDS BIG-PAPER BOX-OR LITTLE-PAPERCLIP	5	10	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Number Recognition **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Feb. 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ☒ small group ☐, class ☐ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to recognize(touch or point to) the numbers 1-12 on verbal command and without assistance.

2. Statement of need/relation to long range goal: this task requires the development of fine visual discrimination and receptive language and is one to the initial tasks in the use of numbers skill cluster.

3. Prerequisite skills:
   a. visual discrimination
   b. receptive language (one word)
   c. physically able to point to or touch objects
   d. attention span of at least 5 minutes.

4. Materials required:
   a. 12 index cards (3"x5"), each one with a number from 1-12 written in black.
   b. 1 index card with the #4 in red.
   c. 1 index card with the #3 in green.
   d. 1 index card with the #2 in orange.
   e. 1 index card with the #6 in blue.
   f. 1 index card with the #7 in brown.
   g. 1 index card with the #8 in red.
   h. 1 index card with the #9 in green.
   i. 1 index card with the #10 in orange.
   j. 1 index card with the #11 in blue.
   k. 1 index card with the #12 in brown.

5. Means of initial assessment: conduct pre-test in the sequence record.

6. Reward/reward schedule: this sequence is designed to use social and preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 10 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include number recognition in group activities.
   b. construct a bingo game incorporating the numbers 1-12 into the game cards to conduct during small group activities..
   c. conduct phase 10 as a post-test once every month for four months and then once every 3 months for one year.
   d. advance to other number tasks.
   e. advance to other recognition tasks using letters,words, etc..

SEQUENCE: NUMBER RECOGNITION

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	NUMBERS 1-12 IN BLACK ON 3x5 CARDS	SHUFFLE CARDS	PUT ALL CARDS ON THE TABLE. "POINT TO___."	POINTS TO INDICATED CARD.	2	24	SOCIAL PRAISE	GO ON TO NEXT CARD
1	1 IN BLACK 4 IN RED 5 IN BLACK	SHUFFLE CARDS	PUT INDICATED CARDS ON TABLE. "POINT TO ___." MOVE CARDS AFTER EACH TRIAL.	AS ABOVE	5	15	GIVE REWARD AFTER EACH CORR. RESP.	"NO, THIS IS ___." POINT TO CORR. CARD, HAVE STUDENT POINT.
2	1(BLACK), 3 (GREEN), 4(RED), 5 (BLACK)	AS ABOVE	AS ABOVE	AS ABOVE	4	16	AS ABOVE	AS ABOVE
3	1(BLACK), 2 (ORANGE), 3 (GREEN), 4(RED), 5 (BLACK)	AS ABOVE	AS ABOVE	AS ABOVE	3	15	AS ABOVE	AS ABOVE
4	1,3,4,5(BLACK), 2(ORANGE)	AS ABOVE	AS ABOVE	AS ABOVE	3	15	AS ABOVE	AS ABOVE
5	1,2,3,4,&5 (BLACK)	AS ABOVE	AS ABOVE	AS ABOVE	3	15	AS ABOVE	AS ABOVE
6	1-5(BLACK), 6(BLUE), 7 (BROWN)	AS ABOVE	AS ABOVE	AS ABOVE	3	21	AS ABOVE	AS ABOVE
7	1-5(BLACK), 6(BL), 7(BR), 8(RED), 9(GR)	AS ABOVE	AS ABOVE	AS ABOVE	2	18	AS ABOVE	AS ABOVE
8	1-7(BLACK), 8(R), 9(GR), 10(OR).	AS ABOVE	AS ABOVE	AS ABOVE	2	20	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER RECOGNITION

Author J.E. McCORMACK Page 2 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
9	1-9(BLACK), 10(ORANGE), 11(BLUE), 12(BROWN).	AS ABOVE	AS ABOVE	AS ABOVE	2	24	AS ABOVE	AS ABOVE
10	1-12(BLACK)	AS ABOVE	AS ABOVE	AS ABOVE	2	24	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Number Recognition **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: June 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual X, or group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to point to the printed numbers 1 through 12 upon command and without assistance.

2. Statement of need/relation to long range goal:this task assists in the development of those skills required for all number related activities(counting, adding, etc.)

3. Prerequisite skills:
   a. ability to match or sort numbers
   b. receptive language(one word)
   c. ability to point or otherwise indicate choice
   d. attention span of at least five minutes

4. Materials required: see sequence

5. Means of initial assessment: conduct pre-test indicated in sequence.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or or better correct on phase 5 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task during group activities
   b. advance to number identification
   c. advance to other tasks involving numbers

SEQUENCE: NUMBER RECOGNITION

Author J.E.McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	NUMBERS 1-12 EACH PRINTED IN BLACK ON A 3x3" CARD-BOARD CARD.	PUT ALL NUMBERS ON TABLE	"POINT TO _____."	POINTS TO THE NUMBER	2	24	"GOOD"	SAY NOTHING; GO ON TO NEXT NUMBER
1A	1,3,6	AS ABOVE	"THIS IS ____."TUTOR POINTS(KEEP FINGER ON NUMBER)."POINT TO _____."	AS ABOVE	4	12	PREFERRED AND SOCIAL REWARD	NO,THIS IS ___ ASSIST LEARNER TO POINT TO CORRECT NUMBER
1B	AS ABOVE	AS ABOVE	"THIS IS ___."TUTOR POINTS(REMOVES FINGER)."POINT TO ____."	AS ABOVE	4	12	AS ABOVE	AS ABOVE
1C	AS ABOVE	AS ABOVE	"POINT TO ___."	AS ABOVE	4	12	AS ABOVE	AS ABOVE
2A	1,3,6,4,7,8	AS ABOVE	AS IN 1A	AS ABOVE	3	18	AS ABOVE	AS ABOVE
2B	AS ABOVE	AS ABOVE	AS IN 1B	AS ABOVE	3	18	AS ABOVE	AS ABOVE
2C	AS ABOVE	AS ABOVE	AS IN 1C	AS ABOVE	3	18	AS ABOVE	AS ABOVE
3A	7,8,3,2,5, 10	AS ABOVE	AS IN 1A	AS ABOVE	3	18	AS ABOVE	AS ABOVE
3B	AS ABOVE	AS ABOVE	AS IN 1B	AS ABOVE	3	18	AS ABOVE	AS ABOVE
3C	AS ABOVE	AS ABOVE	AS IN 1C	AS ABOVE	3	18	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER RECOGNITION

Author J.E. McCORMACK

Page 2 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4A	2,5,9,10,11, 12	AS ABOVE	AS IN 1A	AS ABOVE	3	18	AS ABOVE	AS ABOVE
4B	AS ABOVE	AS ABOVE	AS IN 1B	AS ABOVE	3	18	AS ABOVE	AS ABOVE
4C	AS ABOVE	AS ABOVE	AS IN 1C	AS ABOVE	3	18	AS ABOVE	AS ABOVE
5	1-12	AS ABOVE	"POINT TO ___."	AS ABOVE	2	24	AS ABOVE	AS ABOVE

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Letter Recognition(capital letters) **Draft #** 3

Author(s): James E. McCormack

Date of This Draft: May 1973

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-12 **minutes per session.**

Sequence Designed for: individual ⊗, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to point to twenty six capital letters each printed on a separate card, upon verbal request and without assistance.

2. Statement of need/relation to long range goal: this task helps the learner develop fine visual discrimination with a material required for all reading activities.

3. Prerequisite skills:
   a. visual discrimination
   b. motor ability to touch specific 5x8" cards
   c. receptive language (one word)
   d. attention span of at least five minutes

4. Materials required: twenty six 5x8 inch white cards each having one four inch capital letter printed in black on it.

5. Means of initial assessment: conduct phase 13^B as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence -getting 95% or better correct on the pre-test or getting 90% or better correct on phase 13b for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in group situations
   b. advance to lower case letter recognition
   c. advance to more complex recognition tasks
   d. advance to capital letter identification

SEQUENCE: LETTER RECOGNITION

Author J. E. McCORMACK Page 1 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	26 CAP. LETTERS ON 5x8 CARDS	PUT ALL 26 LETTERS OUT ON THE TABLE.	"POINT TO ___."	POINT TO THE APPROPRIATE LETTER	ONE TRIAL EACH LETTER	SAY, "OK"	SAY, "OK"
SUB-PHASE "A" PROCEDURE: PUT INDICATED LETTERS OUT ON TABLE. POINT TO EACH LETTER AND SAY, "THIS IS ___." THEN FOLLOW PROCEDURE INDICATED FOR PHASE.							
SUB-PHASE "B" PROCEDURE: PUT INDICATED LETTERS OUT ON TABLE. "POINT TO ___." FOLLOW INDICATED PROCEDURE.							
1A	LETTERS: I+O	SUB-PHASE A PROCEDURE	"POINT TO ___."	POINT TO LETTER	5 10	REWARD	"NO, THIS IS ___" POINT TO LETTER.
1B	LETTERS: I, O	SUB-PHASE B PROCEDURE	AS ABOVE	AS ABOVE	5 10	AS ABOVE	AS ABOVE
2A	LETTERS: I, O, A	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	4 12	AS ABOVE	AS ABOVE
2B	LETTERS: I, O, A	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	4 12	AS ABOVE	AS ABOVE
3A	LETTERS: I, C, A, X, AND E	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	2 10	AS ABOVE	AS ABOVE
3B	LETTERS: I, O, A, X, AND E	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	2 10	AS ABOVE	AS ABOVE
4A	LETTERS: A, E, X, H, M, I, +O.	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	2 14	AS ABOVE	AS ABOVE
4B	LETTERS: A, E, X, H, M, I, +O.	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	2 14	AS ABOVE	AS ABOVE

SEQUENCE: LETTER RECOGNITION

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
5A	LETTERS:A.E. X,T,Q,+S.	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE
5B	LETTERS:A,E, X,T,Q, AND S.	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	2	12	AS ABOVE	AS ABOVE
6A	LETTERS:T,S, K,F,AND C.	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
6B	LETTERS:T,S, K,F, AND C.	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
7A	LETTERS:F,C, W,Z, AND K.	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
7B	LETTERS:F,C, W,Z, AND K.	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
8A	LETTERS:U,D, Z,K, AND Y.	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
8B	LETTERS:U,D, Z,K, AND Y.	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
9A	LETTERS:K,Z, V,L, AND P.	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
9B	LETTERS:K,Z, V,L,AND P.	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE

SEQUENCE: LETTER RECOGNITION

Author J.F. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
10A	LETTERS: P, V, G, B, AND R.	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
10B	LETTERS: P, V, G, B, AND R.	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	2	10	AS ABOVE	AS ABOVE
11A	LETTERS: A THROUGH M	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	1	13	AS ABOVE	AS ABOVE
11B	LETTERS: A THROUGH M	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	1	13	AS ABOVE	AS ABOVE
12A	LETTERS: N THROUGH Z	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	1	13	AS ABOVE	AS ABOVE
12B	LETTERS: N THROUGH Z	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	1	13	AS ABOVE	AS ABOVE
13A	LETTERS: A THROUGH Z	SUB-PHASE A PROCED.	AS ABOVE	AS ABOVE	1	26	AS ABOVE	AS ABOVE
13B	LETTERS: A THROUGH Z	SUB-PHASE B PROCED.	AS ABOVE	AS ABOVE	1	26	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Our Name Recognition **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: April 1973

Suggested Session Frequency and Length: 2-4 sessions per week.
3-9 minutes per session.

Sequence Designed for: individual ☒, small group ☐, class ☐ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to point to his/her own printed name upon verbal request and without assistance

2. Statement of need/relation to long range goal: acquisition of this skill will assist the learner in relation to various social skills(ownership, self concept, etc.). It will also help the learner understand the basic relationship between a printed word and an object, event, etc.

3. Prerequisite skills:
   a. fine visual discrimination
   b. simple recognition skills(pictures, objects, etc.)
   c. motor ability to touch 2x5 inch card
   d. attention span of at least 4 minutes

4. Materials required:
   a. seven 2x5 inch cards each with a single word printed in 1 1/2 black capital letters on it. The words are:learner's name, television, blank card, four other names.
   b. one or two other situations where learner must pick own name from group i.e. token bank, attendance sheet, etc.

5. Means of initial assessment: conduct phase 6 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test or getting 90% or better correct on phase 6 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in group situations
   b. advance to using skill in same daily activities, see phases 7 and 8.
   c. advance to other "name recognition" tasks.
   d. advance to name identification.

SEQUENCE: Our Name Recognition

Author I.E. McCormack

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1	2 2x5 CARDS, 1 BLANK, 1 LEARNER'S NAME IN CAPS	BOTH CARDS BEFORE LEARNER	"POINT TO (LEARNER'S NAME)."	POINT TO THE CARD WITH HIS NAME	10 TRIALS IN RANDOM ORDER	GIVE PREFERRED REWARD AND SOCIAL PRAISE(SP)	SAY, "NO" POINT TO CORRECT RESP., "THIS SAYS (LEARNER'S NAME)" ASSIST LEARNER TO POINT, GIVE SP.
2	3 2x5 CARDS, 2 LEARNERS NAME, 1 OTHER WORD(OTHER WORD DOES NOT BEGIN WITH SAME LETTER AND DOES NOT HAVE SAME NUMBER OF LETTERS)		AS ABOVE	AS ABOVE	10	AS ABOVE	AS ABOVE
2 1	IF 2 FAILS	ATTEMPT COLOR CUE PROCEDURE.					
3	2 CARDS, 1 LEARNERS NAME 1 OTHER WORD		AS ABOVE	AS ABOVE	10	AS ABOVE	AS ABOVE
4	3 CARDS, 1 LEARNERS NAME, 2 OTHER WORDS		AS ABOVE	AS ABOVE	10	AS ABOVE	AS ABOVE
5	3 CARDS, 1 LEARNER'S NAME, 2 OTHER NAMES		AS ABOVE	AS ABOVE	10	AS ABOVE	AS ABOVE
6	5 CARDS, 1 LEARNERS NAME 4 OTHER NAMES		AS ABOVE	AS ABOVE	10	AS ABOVE	AS ABOVE

SEQUENCE: Our Name Recognition

Author J.E. McCormack Page 2 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
7	TOKEN BANK		"GET (LEARNER'S NAME) TOKEN DRAWER."	PICK OUT HIS TOKEN DRAWER		5	AS ABOVE	AS ABOVE
8	SIGN-IN BOARD		"WHERE IS (LEARNER'S NAME)?"	POINT TO HIS NAME		5	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Currency Recognition **Draft #** 3

Author(s): James E. McCormack

Date of This Draft: Feb. 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ☒, small group ☐, class ☐ **Instruction.**

1. Instructional objective: In a one to one tutorial the learner will be able to recognize(touch or point to) a quarter, dime, nickel, penny,and dollar bill on verbal command and without assistance.

2. Statement of need/relation to long range goal: this task requires the development of fine visual discrimination and continues the development of receptive language skills. The task is also one of the initial skills in the use of money skill cluster.

3. Prerequisite skills:
   a. visual discrimination
   b. receptive language
   c. physically able to point to or touch objects
   d. attention span of at least 5 minutes

4. Materials required:
   1 dime 1 nickel 1 dollar bill
   1 penny 1 quarter

5. Means of initial assessment: conduct phase 4 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 5 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include currency recognition in group activities.
   b. construct an object bingo game incorporating the coins into the game card- to conduct during small group activities.
   c. conduct phase 4 as a post-test once every month for 4 months and then once every 3 months for one year.
   d. advance to other currency tasks.
   e. advance to other recognition tasks using pictures, colors, shapes, etc.

SEQUENCE: CURRENCY RECOGNITION

Author J.E. McCORMACK

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST- CONDUCT		PHASE 5 AS A PRE-TEST.						
1	1 DIME 1 PENNY	PLACE CURRENCY ON A TABLE(TURN OVER FROM TIME TO TIME TO VARY HEADS AND TAILS)	SAY "TOUCH DIME" OR "TOUCH PENNY"	TOUCH CURRENCY REQUESTED.	10	20	REWARD IMMEDIATELY AFTER CORRECT RESPONSE.	SAY "THIS IS THE ____." T TOUCH THE CORRECT CURRENCY. SAY "NOW TOUCH THE ___."
2	DIME, PENNY, QUARTER	AS ABOVE	SAY "TOUCH DIME", "TOUCH PENNY", "TOUCH QUARTER".	AS ABOVE	6	18	AS ABOVE	AS ABOVE
3	NICKEL, PENNY	AS ABOVE	"TOUCH NICKEL" OR "TOUCH PENNY"	AS ABOVE	10	10	AS ABOVE	AS ABOVE
4	PENNY, NICKEL, DIME, QUARTER	AS ABOVE	"TOUCH PENNY", "TOUCH NICKEL", "TOUCH DIME", OR "TOUCH QUARTER"	AS ABOVE	5	20	AS ABOVE	AS ABOVE
5	DIME, NICKEL, PENNY, QUARTER & DOLLAR BILL	AS ABOVE	"TOUCH PENNY", "TOUCH NICKEL", "TOUCH DIME", "TOUCH QUARTER", OR "TOUCH DOLLAR BILL"	AS ABOVE	5	25	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Object Identification **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: July 1972

Suggested Session Frequency and Length: 4-5 **sessions per week.**
6-12 **minutes per session.**

Sequence Designed for: individual ☒, ☐ group ☐, class ☐ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to name twelve common objects upon request and without assistance.

2. Statement of need/relation to long range goal: this task is intended to be of the first requiring to match a spoken word to an actual item. It is the pre-requisite for many other identification tasks.

3. Prerequisite skills:
   a. visual discrimination
   b. able to say words or basic sounds
   c. gross receptive language
   d. attention span of at least three minutes

4. Materials required: twelve common objects (see pre-test).

5. Means of initial assessment: conduct indicated pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test or getting 90% or better correct on phase 4b for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in group situations
   b. advance to picture identification
   c. advance to other objects(clothes,etc.) identification
   d. advance to more complex verbal statements(blue crayon, red apple, round ball, etc.)

SEQUENCE: OBJECT IDENTIFICATION

Author J. E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	12 OBJECTS: APPLE, BOOK, SPOON, HAT, CRAYON, BALL, PENCIL, SHOE, COMB, SCISSORS, GLASS, RULER	ONE ITEM AT A TIME ON TABLE	"WHAT IS THIS?"	SAY NAME OF ITEM	1	12	SAY, "GOOD" IF RESP. IS CORRECT OR INCORRECT;	GIVE NO TOKENS.
1A	APPLE, BOOK	BOTH ITEMS ON TABLE	HOLD UP APPLE, "THIS IS AN APPLE". HOLD UP BALL, "THIS IS A BALL" HOLD UP ONE AND ASK "WHAT IS THIS?"	SAY NAME OF ITEM	5	10	GIVE TOKEN AND SOCIAL PRAISE AFTER EACH CORRECT RESPONSE	SAY "NO" TELL CORRECT NAME AND GO ON TO NEXT ITEM.
1B	APPLE, BOOK	ONE ITEM ON TABLE	"WHAT IS THIS?"	SAY NAME OF ITEM	5	10	AS ABOVE	AS ABOVE
2A	HAT, SPOON	BOTH ITEMS ON TABLE	HOLD UP SPOON, "THIS IS A SPOON". HOLD UP HAT, "THIS IS A HAT" HOLD UP ONE ITEM + ASK "WHAT IS THIS?"	SAY NAME OF ITEM	5	10	AS ABOVE	SAY "NO", TELL CORRECT NAME + HAVE STUDENT REPEAT, THEN GO ON TO NEXT.
2B	APPLE, BOOK, HAT, SPOON	ONE ITEM ON TABLE	"WHAT IS THIS?"	SAY NAME OF ITEM	4	16	AS ABOVE	AS ABOVE
3A	CRAYON, BALL, SHOE, PENCIL, APPLE, BOOK, HAT + SPOON	4 NEW ITEMS ON TABLE	INTRODUCE 4 NEW ITEMS (AS IN PHASE 2A) THEN MIX ALL 8 ITEMS TOGETHER. HOLD UP ONE "WHAT IS THIS?"	SAY NAME OF ITEM	2	16	AS ABOVE	AS ABOVE

SEQUENCE: OBJECT IDENTIFICATION

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
3B	CRAYON, BALL, SHOE, PENCIL, BOOK, APPLE, HAT, SPOON	ONE ON TABLE AT TIME	"WHAT IS THIS?"	SAY NAME OF ITEM	2	16	AS ABOVE	AS ABOVE
4A	SCISSORS, GLASS, COMB, RULER (ALL NEW) REMAINING 8 ITEMS, SEE 3B	4 NEW ITEMS ON TABLE	INTRODUCE 4 NEW ITEMS (AS IN PHASE 2A) THEN MIX ALL 12 ITEMS TOGETHER. HOLD UP ONE "WHAT IS THIS?"	SAY NAME OF ITEM	2	24	AS ABOVE	AS ABOVE
4B	ALL 12 ITEMS (SEE PRE-TEST)	ONE ON TABLE AT A TIME	"WHAT IS THIS?"	SAY NAME OF ITEM	2	24	AS ABOVE	AS ABOVE

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Tactile Discrimination of Objects **Draft #** 2

Author(s): James E. McCormack/Amanda J. Chalmers

Date of This Draft: Nov. 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual Q, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial situation, the learner will be able to discriminate between 5 objects(ball, pencil , spoon, ruler, and sponge) using the tactile mode on verbal command without teacher assistance.

2. Statement of need/relation to long term goals: this task requires the development of the use of the tactile sense. This ability is necessary for the development of other pre-academic, academic, and pre-vocational skills.

3. Prerequisite skills:
   a. auditory discrimination
   b. ability to recognize the five objects used in the sequence.
   c. can maintain attention for up to 5 minutes

4. Materials required:
   a. ball
   b. ruler
   c. pencil
   d. spoon
   e. sponge

5. Means of initial assessment: conduct phase 4 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token or social reinforcement; however other forms of reinforcement can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right".

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test or getting 90% or better correct on phase 4 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct tactile discrimination skill in group activities
   b. conduct sequence to teach tactile discrimination of objects by texture
   c. conduct phase 4 as a post-test once every month for four months and once every 3 months for 1 year.

SEQUENCE: TACTILE DISCRIMINATION OF OBJECTS

Author J.E. McCORMACK/ A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST A	OBJECTS: BALL, RULER, SPOON, PENCIL, AND SPONGE	PUT OBJECTS OUT ON TABLE	"POINT TO THE ____."	POINT TO THE APPRO. OBJECT	1 TRIAL FOR EACH OBJECT	"GOOD"	"GOOD" IF STUDENT MISSES 1 PUT ON OBJECT REC. PROG.
PRE-TEST B	PRE-TEST A OBJECTS AND ONE SHOPPING BAG	CONDUCT PHASE 4; EXCEPT DO NOT CORRECT		ERRORS, THEN	PLACE ON	APPROPRIATE	PHASE.
1	ONE SHOPPING BAG, PENCIL, BALL	PUT THE TWO OBJECTS INTO THE SHOPPING BAG.	"REACH IN THE BAG AND GIVE ME THE ___"	REMOVE THE APPROPRIATE OBJECT FROM BAG.	10 TRIALS; 5 OF EACH OBJECT.	REWARD	"NO, I WANTED THE ___," ASSIST TO PICK OUT CORRECT OBJECT
2	SHOPPING BAG, BALL, PENCIL, AND SPOON	PUT OBJECTS IN BAG.	As Above	As Above	12 TRIALS; 4 OF EACH OBJECT, RANDOM ORDER	As Above	As Above
3	SHOPPING BAG, BALL, PENCIL, SPOON, AND RULER.	As Above	As Above	As Above	As Above	As Above	As Above
4	SHOPPING BAG, PENCIL, SPOON, RULER, AND SPONGE	As Above	As Above	As Above	10 TRIALS; 2 OF EACH OBJECT RANDOM ORDER	As Above	As Above

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Picture Identification **Draft #** 3

Author(s): Amanda Chalmers/James E. McCormack

Date of This Draft: Nov. 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, ▬ group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to name thirty two pictures on verbal command and without assistance.

2. Statement of need/relation to long-range goals: this task requires the development of fine visual discrimination and expressive language skills and is intended to aid the learner in developing functional speech.

3. Prerequisite skills:
   a. point to the 32 pictures upon request
   b. expressive language (single word)
   c. gross receptive language
   d. attention span of at least five minutes

4. Materials required: 32 pictures one of each(can be found in Ed-U-Card) Picture Lotto Game: knife, apple, book, spoon, crayon, toothbrush, boots, ice cream cone, wagon, cake, pencil, orange, swing, fork, dress, ball, shoe, comb, car, sink, couch, brush, table, chair, glasses, television, mittens, blocks, carrot, rabbit, bread, flower.

5. Means of initial assessment: see sequence for pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 14 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include picture identification tasks in group activities
   b. advance to picture association sequence (if appropriate)
   c. advance to word identification (if appropriate)

SEQUENCE: PICTURE IDENTIFICATION

Author A. CHALMERS/ J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	32 PICTURES: KNIFE, COMB, APPLE, CAT, BOOK, SINK, SPOON, COUCH, BALL, BRUSH, CRAYON, TABLE, TOOTHBRUSH, GLASSES, BOOTS, TV, WAGON, MITTENS, CAKE, BLOCKS, PENCIL, CARROT, ORANGE, RABBIT, SWING, BREAD, FORK, FLOWER, SHOE, ICE CREAM, DRESS, CHAIR.	SET 4 PICTURES ON TABLE AT A TIME. MOVE POSITION OF PICTURES AFTER EACH TRIAL. AFTER THE FIRST 4 PICTURES ARE PRESENTED, REMOVE THEM AND PUT OUT 4 OTHER PICTURES CONTINUE THIS PROCEDURE UNTIL ALL 32 PICTURES ARE PRESENTED.	POINT TO EACH PICTURE IN RANDOM ORDER ASKING THE STUDENT "WHAT IS THIS?"	MUST ANSWER WITH THE APPROPRIATE PICTURES NAME.	1	32	SOCIAL PRAISE	SAY "GOOD" AND GO ON NEXT PICTURE.
1A	PICTURE OF APPLE AND BOOK	SET PICTURES ON TABLE IN FRONT OF STUDENT CHANGE ARRANGEMENT OF PICTURE AFTER EACH RESPONSE.	HOLD UP EACH PICTURE IN RANDOM ORDER TELLING STUDENT "THIS IS A____." "WHAT IS THIS?"	AS ABOVE	10	20	AS ABOVE	SAY "NO". THIS IS A ____ ""WHAT IS THIS?" GIVE VERBAL PRAISE FOR CR
1B	AS ABOVE	AS ABOVE	HOLD UP PICTURE IN FRONT OF CHILD AND ASK "WHAT IS THIS?"	AS ABOVE	10	20	AS ABOVE	AS ABOVE
2A	PICTURE OF APPLE, BOOK, SPOON, CRAYON	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	20	AS ABOVE	AS ABOVE
2B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	20	AS BOVE	AS ABOVE

SEQUENCE: PICTURE IDENTIFICATION

Author: A. CHALMERS/ J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
3A	PICTURE OF APPLE, BOOK, SPOON, CRAYON, BOOTS, WAGON	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	30	AS ABOVE	AS ABOVE
3B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	30	AS ABOVE	AS ABOVE
4A	PICTURE OF KNIFE, COMB	AS ABOVE	AS IN PHASE 1A	AS ABOVE	10	20	AS ABOVE	AS ABOVE
4B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	10	20	AS ABOVE	AS ABOVE
5A	PICTURE OF KNIFE, COMB, SWING, FLOWER	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	20	AS ABOVE	AS ABOVE
5B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	20	AS ABOVE	AS ABOVE
6A	PICTURES OF KNIFE, COMB, SWING, FLOWER, BLOCKS, TABLE	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	30	AS ABOVE	AS ABOVE
6B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	30	AS ABOVE	AS ABOVE
7	PICTURES OF APPLE, KNIFE, BOOK, COMB, SPOON, SWING, CRAYON, FLOWER, BOOTS, BLOCK, WAGON, TABLE	AS ABOVE	AS IN PHASE 1A	AS ABOVE	3	36	AS ABOVE	AS ABOVE

SEQUENCE: PICTURE IDENTIFICATION

Author A. CHALMERS/ J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
8A	PICTURES OF CAT AND SINK	AS ABOVE	AS IN PHASE 1A	AS ABOVE	10	20	AS ABOVE	AS ABOVE
8B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	10	20	AS ABOVE	AS ABOVE
9A	PICTURES OF CAT, SINK, GLASSES, BREAD	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	20	AS ABOVE	AS ABOVE
9B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	20	AS ABOVE	AS ABOVE
10A	PICTURES OF CAT, BREAD, SINK, TOOTHBR., GLASSES, ORANGE	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	30	AS ABOVE	AS ABOVE
10B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	30	AS ABOVE	AS ABOVE
11	PICTURES OF APPLE, KNIFE, BOOK, COMB, SPOON, SWING, CRAYON, FLOWER, BOOTS, BLOCKS, WAGON, TABLE, CAT, BREAD, SINK, TOOTHBR., GLASSES, ORANGE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	36	AS ABOVE	AS ABOVE
12 A	PICTURES OF BALL AND PENCIL	AS ABOVE	AS IN PHASE 1A	AS ABOVE	10	20	AS ABOVE	AS ABOVE

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SEQUENCE: Picture Identification

Author A. Chalmers/ J.F. McCormack

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
12B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	10	20	AS ABOVE	AS ABOVE
13A	PICTURES OF BALL, PENCIL, CAKE, FORK	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	20	AS ABOVE	AS ABOVE
13B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	20	AS ABOVE	AS ABOVE
14A	PICTURES OF BALL, SHOE, PENCIL, DRESS, CAKE, FORK	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	30	AS ABOVE	AS ABOVE
14B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	30	AS ABOVE	AS ABOVE
15	PICTURES OF APPLE, KNIFE, BOOK, COMB, SPOON, SWING, CRAYON, FLOWER, BOOTS, BLOCKS, WAGON, TABLE, CAT, BREAD, SINK, TTHBR., GLASSES, ORANGE, BALL, FORK, PENCIL, SHOE, CAKE, DRESS	AS ABOVE	AS IN PHASE 1B	AS ABOVE	1	24	AS ABOVE	AS ABOVE
16A	PICTURES OF TELEVISION, MITTENS, BRUSH	AS ABOVE	AS IN PHASE 1A	AS ABOVE	10	30	AS ABOVE	AS ABOVE

SEQUENCE: PICTURE IDENTIFICATION

Author A. CHALMERS/ J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
16B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	10	30	AS ABOVE	AS ABOVE
17A	PICTURES OF TV, COUCH, MITTENS, RABBIT, BRUSH, ICE CREAM	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	30	AS ABOVE	AS ABOVE
17B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	30	AS ABOVE	AS ABOVE
18A	PICTURES OF: TV, RABBIT, MITTEN, ICE CREAM, BRUSH, CHAIR, COUCH, CARROT	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	40	AS ABOVE	AS ABOVE
18B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	40	AS ABOVE	AS ABOVE
19	SAME AS PRE-TEST							

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Speaking in Sentences **Draft #** 1

Author(s): Jacque Dunaway

Date of This Draft: Nov, 1974

Suggested Session Frequency and Length: 2-4 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual XX, sm group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to identify sentences using a complete sentence. This will be accomplished upon request and without assistance.

2. Statement of need/relation to long range goals: this task assists in the development of normal verbal communication skills that will eventually lead to conversational speech.

3. Prerequisite skills:
   a. ability to speak in phases.
   b. ability to identify the five pictures used in the sequence
   c. attention span of at least five minutes

4. Materials required:pictures of apple,shoes,toothbrush,horse and flower.

5. Means of initial assessment: conduct pre-test indicated in sequence.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 8 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct this task during group activities
   b. advance to developing sentences around other pictures
   c. advance to developing sentences around classroom activities

SEQUENCE: SPEAKING IN SENTENCES

Author JACQUE DUNAWAY

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	5 PICTURES FROM PIC. REC.: APPLE, SHOES, TOOTH-BRUSH, HORSE & FLOWER (YELLOW)	HOLD UP CARDS ONE AT A TIME	"WHAT IS THIS?" (FOR SHOES, SAY "WHAT ARE THESE?") THESE ARE "SHOES".	NAME THE OBJECT PICTURED, USING A COMPLETE SENTENCE	1	5	SOCIAL REINFORCEMENT	'NO, THIS IS A ___" AND ASK LEARNER TO REPEAT SENTENCE FOR SOCIAL PRAISE.
1	AS ABOVE	AS ABOVE	IF STUDENT HAS FAILED TO NAME THE 5 OBJECTS PICTURED, TEACH THE NAMES AS FOLLOWS: HOLD UP A CARD & ASK, "WHAT IS THIS A PICTURE OF?"	GIVE THE NAME OF THE OBJECT PICTURED (SINGLE WORD RESPONSE)	2	10	GIVE TOKEN/ PREFERRED REINFORCEMENT, SAYING "YES, THIS IS A ___."	AS ABOVE
2	AS ABOVE	AS ABOVE	SAY "THIS IS A ___." (HORSE, FLOWER, TOOTH-BRUSH) "THIS IS AN ____." (APPLE) "THESE ARE _____." (SHOES)	STUDENT MUST COMPLETE YOUR SENTENCE WITH NAME OF OBJECT PICTURED SINGLE WORD RESPONSE)	2	10	SAME, EXCEPT STUDENT MUST REPEAT ENTIRE SENTENCE.	AS ABOVE
3	AS ABOVE	AS ABOVE	"THIS IS ____." ("THESE ARE SHOES.")	STUDENT MUST COMPLETE YOUR SENTENCE, GIVING THE ARTICLE (A, AN) AND THE OBJECT NAME	2	10	AS ABOVE	AS ABOVE

SEQUENCE: SPEAKING IN SENTENCES

Author JACQUE DUNAWAY Page 2 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4	AS ABOVE	AS ABOVE	"THIS___ ____ _____."	STUDENT MUST COMPLETE THE SENTENCE, GIVING VERB ARTICLE, & OBJ. NAME	2	20	AS ABOVE	AS ABOVE
5A	AS ABOVE	AS ABOVE	THIS PHASE IS RUN WITH 2 STEPS FOR EACH CARD. A RESP. IS TO BE RECORDED FOR BOTH STEP A. AND STEP B. A. "THIS __ ___ ___." (THIS STEP IS THE SAME AS PHASE 4)	SAME AS PHASE 4	SAME (2 TRIALS EACH PICTURE) COUNTING A. SENTENCE COMPLETION & B. COLOR EA. AS A SEPARATE RESP.	20	SAME AS PHASE 4	SAME AS PHASE 4
5B.	AS ABOVE	AS ABOVE	B. "WHAT COLOR IS THE ___.?" (APPLE-RED, HORSE-BROWN, SHOES-BLACK, FLOWER-YELLOW TOOTHBRUSH-BLUE)	MUST SAY COLOR	2	20	REINFORCE SAYING "YES, THIS IS A RED APPLE (EXAMPLE)." HAVE STUDENT REPEAT SENTENCE	CORRECT, SAYING "NO, THIS IS A RED APPLE." HAVE STUDENT REPEAT SENTENCE FOR PRAISE.
6	AS ABOVE	AS ABOVE	"THIS IS (ART.) (COLOR) (NAME)."	MUST COMPLETE YOUR SENTENCE. WITH ARTICLE	2	20	REINF. SAYING "YES THIS IS A RED APPLE." HAVE STUDENT REPEAT ENTIRE SENTENCE.	AS ABOVE

SEQUENCE: SPEAKING IN SENTENCES

Author JACQUE DUNAWAY

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
7	AS ABOVE	AS ABOVE	"THIS (VERB) (ARTICLE) (COLOR) (NAME)."	MUST COMPLETE YOUR SENTENCE. EXAMPLE: THIS IS A RED APPLE.	2 20	AS ABOVE	AS ABOVE
8	AS ABOVE	AS ABOVE	ASK STUDENT, "WHAT IS THIS?" (FOR SHOES SAY, "WHAT ARE THESE?")	MUST ANSWER YOUR QUESTION WITH CORRECT COMPLETE SENTENCE	2 20	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Color Identification **Draft #** 3

Author(s): Amanda Chalmers

Date of This Draft: Nov. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to name colored cards in the following colors: red, green, blue, yellow, black, brown, white, orange and purple. This will be accomplished on verbal command and without assistance.

2. Statement of need/relation to long range goals: this task assists in the development of fine visual discrimination and expressive language skills.

3. Prerequisite skills:
   a. point to the nine colors upon request
   b. expressive language (single word)
   c. attention span of at least five minutes

4. Materials needed: nine 2"x2" squares- one each of the colors red, black, white, green, brown, blue, orange, yellow, and purple.

5. Means of initial assessment: see sequence for pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 8b for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include color identification tasks in group activities
   b. advance to other identification tasks
   c. advance to color/word association(if appropriate)

SEQUENCE: COLOR IDENTIFICATION

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	2"x2" SQUARES-ONE OF EACH-RED, BROWN, GREEN, WHITE, YELLOW, PURPLE, BLACK, BLUE AND ORANGE	PLACE ALL LISTED COLOR CARDS ON TABLE IN FRONT OF STUDENT	POINT TO EACH IN RANDOM ORDER ASKING STUDENT "WHAT COLOR IS THIS?"	MUST ANSWER WITH THE APPROPRIATE COLORS NAME.	3	27	SOCIAL PRAISE AND PREFERRED REINFORCEMENT	MAKE NO COMMENT. PROCEED TO PHASE 1A.
1A	NEEDED RED AND GREEN SQUARES	PLACE COLORED SQUARES OR TABLE IN FRONT OF STUDENT. CHANGE ARRANGEMENT OF EACH CARD AFTER EACH RESPONSE.	POINT TO EACH IN RANDOM ORDER TELLING STUDENT, "THIS IS THE COLOR___ WHAT COLOR IS THIS?"	AS ABOVE	10	20	AS ABOVE	SAY "NO", THIS IS THE COLOR___. WHAT COLOR IS THIS? GIVE VERBAL PRAISE FOR CORRECT RESPONSE.
1B	AS ABOVE	AS ABOVE	POINT TO EACH IN RANDOM ORDER. ASK STUDENT "WHAT COLOR IS THIS?"	AS ABOVE	10	20	AS ABOVE	AS ABOVE
2A	NEEDED: 2"x2" SQUARES: RED, GREEN, BLUE	AS ABOVE	AS IN PHASE 1A	AS ABOVE	10	30	AS ABOVE	AS ABOVE
2B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	10	30	AS ABOVE	AS ABOVE
3A	2"x2" SQUARES: RED, GREEN, BLUE, BLACK	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	20	AS ABOVE	AS ABOVE
3B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	20	AS ABOVE	AS ABOVE
4A	2"x2" SQUARES: RED, BLACK, BLUE, YELLOW & GREEN	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE

SEQUENCE: COLOR IDENTIFICATION

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	4	20	AS ABOVE	AS ABOVE
5A	2"x2" SQUARES: RED, BLACK, BLUE, YELLOW, GREEN PURPLE	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	24	AS ABOVE	AS ABOVE
5B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	4	24	AS ABOVE	AS ABOVE
6A	2"x2" COLORED SQUARES: RED, BLACK, BLUE, PURPLE, GREEN, WHITE, YELLOW & BROWN	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	28	AS ABOVE	AS ABOVE
6B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	4	28	AS ABOVE	AS ABOVE
7A	2"x2" SQUARES: RED, BLACK, BLUE PURPLE, GREEN, WHITE, YELLOW, AND BROWN.	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	32	AS ABOVE	AS ABOVE
7B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	4	32	AS ABOVE	AS ABOVE
8A	2"x2" SQUARES: RED, PURPLE, BLUE, WHITE, GREEN, BROWN, YELLOW, ORANGE & BLACK	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	36	AS ABOVE	AS ABOVE
8B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	4	36	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Shape Identification **Draft #** 3

Author(s): Amanda Chalmers

Date of This Draft: Nov. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to name: circle, square, triangle, hexagon, and star shaped cardboard cutouts on verbal command and without assistance.

2. Statement of need/relation to long range goals: this task assists in the development of fine visual discrimination and expressive language skills.

3. Prerequisite skills:
   a. gross receptive language
   b. expressive language (single word)
   c. recognizes shapes
   d. attention span of at least five minutes

4. Materials required: 5 shapes cut out of black construction paper approximately 3"x3", one each of the following: circle, square, hexagon, triangle, and star.

5. Means of initial assessment: conduct pre-test in the sequence record.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 4B for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct this task in group activities
   b. advance to size identification task
   c. advance to other shape cluster skills

SEQUENCE: SHAPE IDENTIFICATION

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	5 SHAPES CUT OUT OF BLACK CONSTRUCTION PAPER, APPROX. 3"X3": CIRCLE, STAR, SQUARE, TRIANGLE, HEXAGON.	LAY OUT ALL SHAPES ON TABLE IN FRONT OF STUDENT.	POINT TO EACH IN RANDOM ORDER. ASK THE STUDENT "WHAT SHAPE IS THIS?"	MUST ANSWER WITH APPROPRIATE SHAPE'S NAME.	4	20	SOCIAL PRAISE & PREF. REINF.	SAY NOTHING.
1A	CARDBOARD SHAPES: CIRCLE, SQUARE.	PLACE SHAPES ON TABLE IN FRONT OF STUDENT. CHANGE ORDER OF SHAPES AFTER EACH RESPONSE.	POINT TO EACH IN RANDOM ORDER TELLING STUDENT "THIS IS A ____. WHAT IS THIS?"	AS ABOVE	10	20	AS ABOVE	SAY "NO, THIS IS A ____, WHAT IS THIS?" GIVE VERBAL PRAISE FOR CORRECT RESPONSE.
1B	AS ABOVE	AS ABOVE	POINT TO EACH IN RANDOM ORDER. ASK STUDENT "WHAT IS THIS?"	AS ABOVE	10	20	AS ABOVE	AS ABOVE
2A	CARDBOARD SHAPES: CIRCLE, SQUARE, TRIANGLE.	AS ABOVE	AS IN PHASE 1A	AS ABOVE	10	30	AS ABOVE	AS ABOVE
2B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	10	30	AS ABOVE	AS ABOVE
3A	CARDBOARD SHAPES: CIRCLE, SQUARE, TRIANGLE, STAR.	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	20	AS ABOVE	AS ABOVE

SEQUENCE: SHAPE IDENTIFICATION

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
3B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	20	AS ABOVE	AS ABOVE
4A	CARDBOARD SHAPES: CIRCLE, SQUARE, TRIANGLE, STAR, HEXAGON	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE
4B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	4	20	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Size Identification-Long/Short **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
7-15 **minutes per session.**

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to name long and short items from like and unlike pairs upon request and without assistance.

2. Statement of need/relation to long range goals: this task assists in the development of visual discrimination skills essential for various pre-vocational tasks.

3. Prerequisite skills:
   a. ability to recognize long/short items
   b. expressive language(single word)
   c. attention span of at least seven minutes

4. Materials required:
   a. two 6" red ribbons
   b. two 5" red ribbons
   c. one 1" silver screw
   d. one 1" red ribbon
   e. one 6" silver screw

5. Means of initial assessment: conduct phase 5 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 5 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct during group activities
   b. advance to other size discrimination tasks
   c. advance to other big/little tasks

SEQUENCE: Size Identification-Long/Short

Author: E. Helmstetter

Page 1 of 1

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST: DO PHASE 5.					5 / 10	SOCIAL REIN. AT END OF PHASE, GO TO SIZE ASSOCIATION	NOTHING. BEGIN APPROPR. PHASE OR PREREQUISITE PROGRAM.
1	2-6" RED RIBBON 2-5" RED RIBBON	A. PLACE IN FRONT OF STUDENT. B. PLACE 1 LONG, 1 SHORT IN FRONT OF STUDENT. C. SAME	SAY: A. "MATCH THE LONG (SHORT)." B. "POINT TO THE LONG(SHORT)RIBBON." C. "THIS(POINT) IS THE LONG(SHORT) RIBBON."	STUDENT MATCHES: A. LONG RIBBON STUDENT B. POINTS TO LONG RIBBON C. STUDENT REPEATS "LONG (SHORT)"	4 / 24	SOCIAL REIN. FOR EACH CR RESP. PREF. REWARD AT END OF PHASE.	REPEAT PHASE. SOCIAL REINF. WHEN STUDENT DOES CORRECTLY AND SAY ENTHUSIASTICALLY: "YOU SAID LONG (SHORT)."
2	AS ABOVE	AS ABOVE	A. AS ABOVE B. AS ABOVE C. "THIS(POINT) IS THE LO(SHOR)"	A. AS ABOVE B. AS ABOVE C. STUDENT SAYS "LONG (SHORT)"	4 / 24	AS ABOVE	AS ABOVE
3	AS ABOVE	AS ABOVE	A. AS ABOVE B. AS ABOVE C. "THIS(POINT) IS THE _____."	AS ABOVE	4 / 24	AS ABOVE	AS ABOVE
4	1-6" RED RIBBON. 1-5" RED RIBBON.	PLACE IN FRONT OF STUDENT.	"THIS(POINT) IS THE _____."	STUDENT SAYS, "LONG (SHORT)."	5 / 10	AS ABOVE	AS ABOVE
5	1-6" RIBBON 1 SHORT SILVER SCREW. 1-1" RIBBON. 1 LONG SILVER SCREW.	PLACE ANY 2(1 LONG/1 SHORT) ITEMS IN FRONT OR STUDENT.	AS ABOVE	AS ABOVE	5 / 10	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Number Identification **Draft #** 3

Author(s): Michael Fimian

Date of This Draft: Aug. 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual X, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to name the numbers 1-20 all written in black on 3"x5" index cards on verbal command and without assistance.

2. Statement of need/relation to long range goals: this pre-academic assists in the development of fine visual discrimination and expressive language skills. This skill leads into development of time telling, calender reading, and currency value as well as the development of pre-vocational skills.

3. Prerequisite skills:
   a. auditory discrimination
   b. recognizes numbers 1-20
   c. gross receptive language
   d. expressive language (one word)
   e. attention span of at least five minutes

4. Materials required:
   20 index cards (3"x5") with a number (1-20) printed in black on it.
   1 index card (3"x5") with #4 in red.
   1 index card (3"x5") with #3 in green.
   1 index card (3"x5") with #2 in orange.
   1 index card (3"x5") with #6 in blue.
   1 index card (3"x5") with #9 in red.
   1 index card (3"x5") with #8 in green.
   1 index card (3"x5") with #7 in brown.
   1 index card (3"x5") with #14 in red.
   1 index card (3"x5") with #7 in orange.
   1 index card (3"x5") with #13 in green.
   1 index card (3"x5") with #12 in brown.
   1 index card (3"x5") with #12 in orange.
   1 index card (3"x5") with #19 in red.
   1 index card (3"x5") with #16 in blue.
   1 index card (3"x5") with #18 in green.
   1 index card (3"x5") with #17 in brown.
   1 index card (3"x5") with #17 in orange.

5. Means of initial assessment: conduct pre-test on sequence record.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 23B for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include number identification in group activities
   b. progress to sequence to teach number association and rote count
   c. advance to other identification tasks.

SEQUENCE: NUMBER IDENTIFICATION

Author M. FIMIAN

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	NUMBERS 1 TO 20 ALL PRINTED IN BLACK, ON 3x5" INDEX CARDS.	SHUFFLE CARDS.	HOLD UP EACH CARD IN RANDOM ORDER IN FRONT OF STUDENT, ASKING "WHAT NUMBER IS THIS?"	MUST RESP. WITH APPRO. NUMBER (I.E. "10", NOT NUMBER 10).	1	20	VERBAL PRAISE AND PREFERRED REINFORCEMENT	SAY NOTHING.
1A	NUMBERS: 1(BLACK) 4(RED) 5(BLACK)	AS ABOVE	HOLD UP EACH CARD IN RANDOM ORDER IN FRONT OF STUDENT SAYING, "THIS IS THE NUMBER ____, WHAT NUMBER IS THIS?"	AS ABOVE	4	12	AS ABOVE	SAY "NO, THIS IS THE NUMBER__." HAVE THE STU. REPEAT THE NUMBER AFTER YOU. GIVE VERBAL PRAISE FOR CORRECT RESP.
1B	AS ABOVE	AS ABOVE	HOLD UP EACH CARD IN RANDOM ORDER IN FRONT OF THE STUDENT, ASKING "WHAT NUMBER IS THIS?"	AS ABOVE	4	12	AS ABOVE	AS ABOVE
2A	1(BLACK), 3(GREEN), 4(RED), 5(BLACK)	AS ABOVE	AS IN PHASE 1A.	AS ABOVE	3	12	AS ABOVE	AS ABOVE
2B	AS ABOVE	AS ABOVE	AS IN PHASE 1B.	AS ABOVE	3	12	AS ABOVE	AS ABOVE
3A	1(BLACK), 2(ORANGE), 3(GREEN), 4(BLACK), 5(BLACK)	AS ABOVE	AS IN PHASE 1A.	AS ABOVE	3	15	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER IDENTIFICATION

Author M. FIMAIN

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
3B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	3	15	AS ABOVE	AS ABOVE
4A	1(BLACK), 2(ORANGE), 3(BLACK), 4(BLACK), 5(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	3	15	AS ABOVE	AS ABOVE
4B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	3	15	AS ABOVE	AS ABOVE
5A	1 TO 5 (ALL IN BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	3	15	AS ABOVE	AS ABOVE
5B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	3	15	AS ABOVE	AS ABOVE
6A	6(BLUE), 9(RED), 10(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	6	18	AS ABOVE	AS ABOVE
6B	1 TO 5(BLACK), 6(BLUE), 9(RED), 10(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	16	AS ABOVE	AS ABOVE
7A	6(BLUE), 8(GREEN), 9(RED), 10(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	20	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER IDENTIFICATION

Author M. FIMIAN

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
7B	1 TO 5(BLACK) 6(BLUE), 8(GREEN), 9(RED), 10(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	18	AS ABOVE	AS ABOVE
8A	6(BLUE), 7(BROWN), 8(GREEN), 9(RED), 10(BLACK)	AS ABOVE	AS IN PHASE 1A.	AS ABOVE	4	20	AS ABOVE	AS ABOVE
8B	1-5(BLACK), 6(BLUE), 7(BROWN), 8(GREEN), 9(RED), 10(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	20	AS ABOVE	AS ABOVE
9A	6(BLACK), 7(ORANGE), 8(GREEN), 9(BLACK), 10(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE
9B	1-6(BLACK), 7(ORANGE), 8(GREEN), 9(BLACK), 10(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	20	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER IDENTIFICATION

Author M. FIMIAN

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
10A	6(BLACK), 7(ORANGE), 8-10(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE
10B	1-6(BLACK), 7(ORANGE), 8-10(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	20	AS ABOVE	AS ABOVE
11A	6-10(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE
11B	1-10(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	20	AS ABOVE	AS ABOVE
12A	11(BLACK), 14(RED), 15(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	6	18	AS ABOVE	AS ABOVE
12B	1-11(BLACK), 14(RED), 15(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	26	AS ABOVE	AS ABOVE
13A	11(BLACK), 13(GREEN), 14(RED), 15(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	30	AS ABOVE	AS ABOVE
13B	1-11(BLACK), 13(GREEN), 14(RED), 15(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	28	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER IDENTIFICATION

Author M FIMIAN

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
14A	11(BLACK) 12(BROWN), 13(GREEN), 14(RED), 15(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE
14B	1-11(BLACK), 12(BROWN), 13(GREEN), 14(RED), 15(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	30	AS ABOVE	AS ABOVE
15A	11(BLACK), 12(BROWN), 13(GREEN), 14(BLACK), 15(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE
15B	1-11(BLACK), 12(BROWN), 13(GREEN), 14(BLACK), 15(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	30	AS ABOVE	AS ABOVE
16A	11(BLACK) 12(ORANGE), 13-15(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE
16B	1-11(BLACK) 12(ORANGE), 13-15(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	30	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER IDENTIFICATION

Author: M. FIMIAN

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
17A	1-15(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	2	30	AS ABOVE	AS ABOVE
17B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	2	30	AS ABOVE	AS ABOVE
PROBE A REPEAT PRE-TEST.							SUCCESSFULLY TERMINATE PROGRAM	PROCEED TO 18A
18A	16(BLUE), 19(RED), 20(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	6	18	AS IN PHASE 17B	AS IN PHASE 17B
18B	1-15(BLACK), 16(BLUE), 19(RED), 20(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	9	18	AS ABOVE	AS ABOVE
19A	16(BLUE), 18(GREEN), 19(BLACK) 20(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	5	20	AS ABOVE	AS ABOVE
19B	1-15(BLACK), 16(BLUE), 18(GREEN), 19(BLACK), 29(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	7	19	AS ABOVE	AS ABOVE
20A	16(BLUE), 17(BROWN), 18(GREEN), 19(BLACK), 20(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER IDENTIFICATION

Author M. FIMIAN

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
20B	1-15(BLACK) +7(BROWN), +16(BLUE), +18(GREEN), 19&10(BLACK)	AS ABOVE	AS IN PHASE 1b	AS ABOVE	1	20	AS ABOVE	AS ABOVE
21A	16(BLACK), 17(BROWN) 18(GREEN), 19,20(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE
21B	1-16(BLACK), 17(BROWN), 18(GREEN), 19,20(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	1	20	AS ABOVE	AS ABOVE
22A	16(BLACK), 17(ORANGE), 18-20(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	4	20	AS ABOVE	AS ABOVE
22B	1-16(BLACK), 17(ORANGE), 18-20(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	1	20	AS ABOVE	AS ABOVE
23A	1-20(BLACK)	AS ABOVE	AS IN PHASE 1A	AS ABOVE	1	20	AS ABOVE	AS ABOVE
23B	1-20(BLACK)	AS ABOVE	AS IN PHASE 1B	AS ABOVE	1	20	AS ABOVE	AS ABOVE

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Letter Identification(capital letters) **Draft #** 3

Author(s): James E. McCormack

Date of This Draft: August 1973

Suggested Session Frequency and Length: 4-5 **sessions per week.**
5-15 **minutes per session.**

Sequence Designed for: individual Q, ~~sm~~ group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to name the twenty six capital letters of the alphabet upon verbal request and without assistance.

2. Statement of need/relation to long range goal: this task is intended to help the learner acquire one of the prerequisite skills necessary for many basic reading tasks.

3. Prerequisite skills:
   a. visual discrimination
   b. expressive language ability to combine sounds
   c. gross receptive language
   d. attention span of at least four minutes

4. Materials required: the twenty six 5x5 white cards each with one 4 inch green capital letter printed on it.

5. Means of initial assessment: conduct phase 14 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token or candy rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95%or better on the pre-test or getting 90% or better on phase 14 for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct task in group situations
   b. advance to lower case letter identification
   c. advance to more complex identification tasks

SEQUENCE: LETTER IDENTIFICATION(CAPITAL LETTERS)

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1A	26 LETTERS, UPPER CASE, ON 5 1/2x 5 1/2" WHITE CARDS, LETTERS PRINTED IN GREEN	HOLD UP CARDS WITH LETTERS PRINTED ON THEM. A,O	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?" (PHASE A IS USED ONLY IN THE FIRST SESSION OF EACH PHASE.)	SAYS THE LETTER	10	20	FR1(CANDY OR TOKEN)	TELL STUDENT CORRECT RESP. AND HAVE STUDENT REPEAT IT FOR YOU.
1B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
2A	AS ABOVE	HOLD UP LETTER CARDS: A,I,O	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	5	15	AS ABOVE	AS ABOVE
2B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
3A	AS ABOVE	HOLD UP LETTER CARDS:A,O,I,P	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	5	20	AS ABOVE	AS ABOVE
3B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
4A	AS ABOVE	HOLD UP LETTER CARDS:A,O,I,P,M	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	3	15	AS ABOVE	AS ABOVE
4B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE

SEQUENCE: LETTER IDENTIFICATION(CAPITAL LETTERS)

Author J.E. McMORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
5A	AS ABOVE	HOLD UP LETTER CARDS: P, M, K, E, O	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	3	15	AS ABOVE	AS ABOVE
5B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
6A	AS ABOVE	HOLD UP LETTER CARDS: C, H, M, D, W	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
6B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
7A	AS ABOVE	HOLD UP LETTER CARDS: A, H, U, X, T	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
7B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
8A	AS ABOVE	HOLD UP LETTER CARDS: X, T, G, B, F	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
8B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
9A	AS ABOVE	HOLD UP LETTER CARDS: G, F, C, N, L	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
9B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE

SEQUENCE: LETTER IDENTIFICATION(CAPITAL LETTERS)

Author J.E. McMORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
10A	AS ABOVE	HOLD UP LETTER CARDS: C, Y, L, Z, J	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
10B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
11A	AS ABOVE	HOLD UP LETTER CARDS: A, O, Q, R, S, V	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	3	18	AS ABOVE	AS ABOVE
11B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
12A	AS ABOVE	HOLD UP LETTER CARDS: A-M	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	2	26	AS ABOVE	AS ABOVE
13A	AS ABOVE	HOLD UP LETTER CARDS: N-Z	"THIS IS THE LETTER ___." "WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
13B	AS ABOVE	AS ABOVE	"WHAT LETTER IS THIS?"	AS ABOVE	AS ABOVE		AS ABOVE	AS ABOVE
14	AS ABOVE	HOLD UP LETTER CARDS: A-Z	"WHAT LETTER IS THIS?"	AS ABOVE	1	26	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Word Identification **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual X, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to identify 21 functional words.

2. Statement of need/relation to long range goals: this task assists in the development of fine visual discrimination and receptive language and should improve the student's functioning in a community environment.

3. Prerequisite skills:
   a. auditory discrimination
   b. can recognize these 21 functional words
   c. attention span of at least five minutes

4. Materials required: 1 set of the following words printed in black 1/2" upper-case letters centered on 3"x5" cards- MEN,WOMEN,RESTROOM,WALK,DON'T WALK,ENTRANCE,EXIT, PULL,PUSH,OPEN,CLOSED,KEEPOUT,NO TRESPASSING,GENTLEMEN, LADIES,TOILET,WAIT,POISON,IN,OUT,DANGER.

5. Means of initial assessment: conduct pre-test in sequence record.

6. Reward/reward schedule: this sequence is designed to use preferred and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 10 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include word identification in group activities
   b. present new words for identification
   c. construct games incorporating word identification to conduct during samll group activities.
   d. progress to travel sequence and printing of words.
   e. conduct phase 10 as a post-test once every month for 4 months and then once every 3 months for one year.

SEQUENCE: WORD IDENTIFICATION

Author E. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	ALL 21 WORDS ON 3x5 CARDS IN BLACK.	PLACE WORD CARDS IN FRONT OF STUDENT.	"POINT TO ___." "WHAT IS THIS WORD?"	POINTS TO ___. SAYS, "___."	1	21	SOCIALLY REINF. GO TO PICTURE WORD ASSOC	NOTHING. BEGIN APPROPR. PHASE OR PRE. REQ. PROGRAM.
1A	WORD CARDS IN BLACK 1/2" UPPER-CASE PRINT CENTERED ON 3x5 CARDS: MEN, WOMEN, RESTROOM.	AS ABOVE	1. "POINT TO MEN." 2. "WHAT IS THIS WORD? MEN" (POINT). 3. "POINT TO WOMEN" 4. "WHAT IS THIS WORD? WOMEN" (POINT). 5. "POINT TO RESTROOM" 6. "WHAT IS THIS WORD? RESTROOM" (POINT).	1. POINTS TO MEN. 2. REPEATS MEN. 3. POINTS TO WOMEN. 4. REPEATS WOMEN. 5. POINTS TO RESTROOM. 6. REPEATS RESTROOM.	4	24	SOCIALLY REINF. FOR EACH CORRECT RESP. PREF REWARD AT END OF PHASE	1. REPEAT REQUEST. CUE AS NECESSARY 2. REPEAT COMMAND. 3. SAME AS 1. 4. SAME AS 2. 5. SAME AS 1. 6. SAME AS 2.
1B	AS ABOVE	AS ABOVE	1. "POINT TO MEN" 2. "WHAT IS THIS WORD? ME" (POINT). 3. "POINT TO WOMEN" 4. "WHAT IS THIS WORD? WOM (POINT) 5. "POINT TO RESTROOM" 6. "WHAT IS THIS WORD? REST" (POINT).	1. SAME AS 1 2. SAYS "MEN" 3. SAME AS 3 4. SAYS "WOMEN" 5. SAME AS 5 6. SAYS "RESTROOM"	4	24	AS ABOVE	AS ABOVE
1C	AS ABOVE	AS ABOVE	1. SAME AS 1 ABOVE. 2. "WHAT IS THIS WORD? MM" (POINT). 3. SAME AS 3 ABOVE 4. "WHAT IS THIS WORD? WO" (POINT) 5. SAME AS 5 ABOVE 6. "WHAT IS THIS WORD? RES" (POINT).	AS ABOVE	4	24	AS ABOVE	AS ABOVE

SEQUENCE: WORD IDENTIFICATION

Author E. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
1D	AS ABOVE	AS ABOVE	1. SAME AS 1 ABOVE. 2. "WHAT IS THIS WORD?" 3. SAME AS 3 ABOVE. 4. "WHAT IS THIS WORD?" 5. SAME AS 5 ABOVE. 6. "WHAT IS THIS WORD?"	AS ABOVE	4	24	AS ABOVE	AS ABOVE
1E	AS ABOVE	AS ABOVE	"WHAT IS THIS WORD?" POINT TO ONE WORD AT A TIME.	SAYS CORRECT WORD.	4	12	AS ABOVE	"WHAT IS THIS WORD?" CUE W/ "MM", "WO", "RES STUD. SAYS WORD. "WHAT IS THIS WORD?" STUD. SAYS WORD
2A	WALK, DON'T WALK	AS ABOVE	1. "POINT TO WALK" 2. "WHAT IS THIS WORD? WALK" (POINT) 3. "POINT TO DON'T WALK" 4. "WHAT IS THIS WORD? DON'T WALK" (POINT)	1. POINTS TO WALK. 2. REPEATS, "WALK" 3. POINTS TO DON'T WALK 4. REPEATS DON'T WALK	4	16	AS ABOVE	SAME AS IN PHASE 1A.
2B	AS ABOVE	AS ABOVE	1. SAME AS 1 ABOVE 2. "WHAT IS THIS WORD? WAL" (POINT) 3. SAME AS 3 ABOVE 4. "WHAT IS THIS WORD? DON'T" (POINT)	1. SAME AS 1 2. SAYS, "WALK" 3. SAME AS 3 4. SAYS, "DON'T WALK"	4	16	AS ABOVE	AS ABOVE
2C	AS ABOVE	AS ABOVE	1. SAME AS 1 ABOVE. 2. "WHAT IS THIS WORD? WA" (POINT) 3. SAME AS 3 ABOVE 4. "WHAT IS THIS WORD? DO (POINT)	AS ABOVE	4	16	AS ABOVE	AS ABOVE

SEQUENCE: WORD IDENTIFICATION

Author E. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
2D	AS ABOVE	AS ABOVE	"WHAT IS THIS WORD?" POINT TO ONE WORD AT A TIME.	SAYS CORRECT WORD	4	8	AS ABOVE	SAME AS IN PHASE 1E.
3A	ENTRANCE, EXIT	AS ABOVE	SAME AS IN PHASE 2A USING ENTRANCE, EXIT.	SAME AS IN PHASE 2A	4	16	AS ABOVE	SAME AS IN PHASE 1A.
3B	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2B, USING ENTRAN, EX.	SAME AS IN PHASE 2B.	4	16	AS ABOVE	AS ABOVE
3C	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2C, USING ENT, E.	AS ABOVE	4	16	AS ABOVE	AS ABOVE
3D	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2D, USING ENTRANCE, EXIT.	SAME AS IN PHASE 2D.	4	8	AS ABOVE	SAME AS IN PHASE 1E.
PROBE I	MEN, WOMEN, RESTROOM, WALK, DON'T WALK, EXIT, ENTRANCE.	AS ABOVE	AS ABOVE	AS ABOVE	2	14	AS ABOVE	AS ABOVE
4A	PUSH, PULL	AS ABOVE	AS IN PHASE 2A USING PUSH, PULL	SAME AS IN PHASE 2A.	4	16	AS ABOVE	SAME AS IN PHASE 1A.
4B	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2B USING PUS, PUL.	SAME AS IN PHASE 2B.	4	16	AS ABOVE	AS ABOVE
4C	AS ABOVE	AS ABOVE	SAME AS PHASE 2C USING PUS.	AS ABOVE	4	16	AS ABOVE	AS ABOVE

SEQUENCE: WORD IDENTIFICATION

Author E. HELMSTETTER Page 4 of 6

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4D	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2D, USING PUSH, PULL.	SAME AS IN PHASE 2D.	4	8	AS ABOVE	SAME AS IN PHASE 1E.
5A	OPEN, CLOSED, POISON	AS ABOVE	SAME AS IN PHASE 2A, USING OPEN, CLOSED, POISON.	SAME AS IN PHASE 2A.	4	24	AS ABOVE	SAME AS IN PHASE 1A.
5B	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2B, USING OP, CLOS, POIS	SAME AS IN PHASE 2B.	4	24	AS ABOVE	AS ABOVE
5C	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2C USING O, CL, POI.	SAME AS IN PHASE 2B.	4	24	AS ABOVE	AS ABOVE
5D	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2D, USING OPEN, CLOSED, POISON.	SAME AS IN PHASE 2D.	4	12	AS ABOVE	SAME AS IN PHASE 1E.
6A	IN, OUT, DANGER	AS ABOVE	SAME AS IN PHASE 2A, USING IN, OUT, DANGER.	SAME AS IN PHASE 2A.	4	24	AS ABOVE	SAME AS IN PHASE 1A.
6B	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2B, USING IN, OU, DANG.	SAME AS IN PHASE 2B.	4	24	AS ABOVE	AS ABOVE
6C	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2C, USING I, O, DA.	AS ABOVE	4	24	AS ABOVE	AS ABOVE
6D	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2D, USING IN, OUT, DANGER.	SAME AS IN PHASE 2D.	4	12	AS ABOVE	SAME AS IN PHASE 1E.

SEQUENCE: WORD IDENTIFICATION

Author E. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PROBE II	PUSH, PULL, OPEN, CLOSED, POISON, IN, OUT, DANGER.	AS ABOVE	SAME AS IN PHASE 2D, USING PUSH, PULL, OPEN, CLOSED, POISON, IN, OUT, DANGER.	SAME AS IN PHASE 2D.	2	16	AS ABOVE	SAME AS IN PHASE 1E.
7A	LADIES, GENTLEMEN, TOILET	AS ABOVE	SAME AS IN PHASE 2A, USING LADIES, GENTLEMEN, TOILET.	SAME AS IN PHASE 2A.	4	24	AS ABOVE	SAME AS IN PHASE 1A.
7B	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2B, USING LA, GENT, TOIL.	SAME AS IN PHASE 2B.	4	24	AS ABOVE	AS ABOVE
7C	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2C, USING __, GEN, TO.	AS ABOVE	4	24	AS ABOVE	AS ABOVE
7D	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2D, USING LADIES, GENTLEMEN, TOILET.	SAME AS IN PHASE 2D.	4	12	AS ABOVE	SAME AS IN PHASE 1E.
8A	KEEPOUT, WAIT, NO TRESPASSING	AS ABOVE	SAME AS IN PHASE 2A, USING KEEPOUT, WAIT, NO TRESPASSING.	SAME AS IN PHASE 2A.	4	24	AS ABOVE	SAME AS IN PHASE 1A.
8B	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2B, USING KEEP, WA, NO TRESPA.	SAME AS IN PHASE 2B.	4	24	AS ABOVE	AS ABOVE
8C	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2C, USING KE, W, NO TRES	AS ABOVE	4	24	AS ABOVE	AS ABOVE
8D	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2C, USING __, __, NO __.	AS ABOVE	4	24	AS ABOVE	AS ABOVE

SEQUENCE: WORD IDENTIFICATION

Author: L. HELMSTETTER

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
8E	AS ABOVE	AS ABOVE	SAME AS IN PHASE 2D, USING KEEPOUT, WAIT, NO TRESPASSING.	SAME AS IN PHASE 2D.	4	12	AS ABOVE	SAME AS IN PHASE 1E.
9	LADIES, GENTLE-MEN, TOILET, KEEPOUT, WAIT, NO TRESPASSING	AS ABOVE	SAME AS IN PHASE 2D, USING THESE 6 WORDS	AS ABOVE	2	12	AS ABOVE	AS ABOVE
10	CONDUCT PRE-TEST.							

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Currency Identification **Draft #** 3

Author(s): James E. McCormack/Michael J. Fimian

Date of This Draft: Aug. 1974

Suggested Session Frequency and Length: 3-5 sessions per week.
5-10 minutes per session.

Sequence Designed for: individual O, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to name a quarter, nickel, dime, penny and dollar bill on verbal command and without assistance.

2. Statement of need/relation to long range goals: this task assists in the development of fine visual discrimination and expressive language skills. This skill is part of the "use of money" skill cluster and leads to currency value tasks.

3. Prerequisite skills:
   a. fine visual discrimination
   b. gross receptive language
   c. expressive language (single word)
   d. attention span of at least five minutes

4. Materials required: 1 penny, 1 nickel, 1 dime, 1 quarter, 1 dollar bill.

5. Means of initial assessment: pre-test as described in sequence.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 6 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include currency identification in group activities
   b. progress to currency value tasks
   c. conduct currency association sequence

SEQUENCE: CURRENCY IDENTIFICATION

Author: J.E. McCORMACK/M. FIMIAN

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	ONE OF EACH: PENNY, NICKEL, DIME, QUARTER & DOLLAR BILL.	PUT ONE ITEM OUT AT A TIME (RANDOMLY ALTERNATE BETWEEN HEADS & TAILS).	ASK THE STUDENT, "WHAT IS THIS?"	ANSWER WITH THE APPROP. NAME.	4 IN RANDOM ORDER	20	REWARD AFTER EACH CORRECT RESPONSE.	R MAKE NO COMMENT; CONTINUE ON TO NEXT TRIAL. AT THE END OF PRETEST A, PROCEED TO PHASE 1A.
1A	PENNY, DIME	AS ABOVE	TELL THE STUDENT, "THIS IS A ___." "WHAT IS THIS?"	AS ABOVE	10	20	AS ABOVE	AFTER EACH INCORRECT RESP. SAY "NO, THIS IS A ___. WHAT IS THIS?" WHEN STUDENT RESP. CORRECTLY, OFFER VERBAL PRAISE.
1B	AS ABOVE	AS ABOVE	ASK THE STUDENT, "WHAT IS THIS?"	AS ABOVE	10	20	AS ABOVE	AS ABOVE
2A	PENNY, NICKEL	AS ABOVE	AS IN PHASE 1A	AS ABOVE	10	20	AS ABOVE	AS ABOVE
2B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	10	20	AS ABOVE	AS ABOVE
3A	PENNY, NICKEL, DIME	AS ABOVE	AS IN PHASE 1A	AS ABOVE	6	18	AS ABOVE	AS ABOVE
3B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	6	18	AS ABOVE	AS ABOVE

SEQUENCE: CURRENCY IDENTIFICATION

Author J.E. McCORMACK / M.J. FIMIAN

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
4A	NICKEL, QUARTER	AS ABOVE	AS IN PHASE 1A	AS ABOVE	10	20	AS ABOVE	AS ABOVE
4B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	10	20	AS ABOVE	AS ABOVE
4C	PENNY, DIME, NICKEL, QUARTER	AS ABOVE	AS IN PHASE 1B	AS ABOVE	5	20	AS ABOVE	AS ABOVE
5A	DIME, QUARTER DOLLAR BILL	AS ABOVE	AS IN PHASE 1A	AS ABOVE	6	18	AS ABOVE	AS ABOVE
5B	AS ABOVE	AS ABOVE	AS IN PHASE 1B	AS ABOVE	6	18	AS ABOVE	AS ABOVE
6	PENNY, DIME, NICKEL, QUARTER, DOLLAR BILL	AS ABOVE	AS IN PHASE 1B	AS ABOVE	4	20	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Sounds Identification **Draft #** 1

Author(s): Edwin Helmstetter

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ⊗, ⊠ group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to identify environmental sounds upon verbal request and without assistance.

2. Statement of need/relation to long range goals: this task assists in the development of relationships between auditory stimuli and real objects or events. It also increases awareness and attention to environment sounds.

3. Prerequisite skills:
   a. visual discrimination
   b. auditory discrimination
   c. expressive language (one word)
   d. ability to identify pictures of common objects
   e. attention span of at least five minutes

4. Materials required:
   1a. tambourine
   b. wind-up toy radio
   c. bell
   d. sandpaper
   e. paper
   2. cardboard divider
   3. pictures of:
      a. car
      b. firetruck
      c. running water
      d. dog
      e. whistle

5. Means of initial assessment: conduct pre-test indicated in sequence record.

6. Reward/reward schedule: this sequence is designed to use preferred rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 5 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. use sound activities identification tasks in group activities
   b. present new environmental sounds for identification
   c. blindfold and have student identify familiar voices
   d. include auditory identification in group activities
   e. advance to sound association tasks

SEQUENCE: Sounds Identification

Author Helmstetter

Page 1 of 4

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	5 RECORDED SOUNDS TAMBOURINE BELL RADIO PAPER AND SANDPAPER DIVIDER	PLACE OBJECTS BEHIND DIVIDER.	PLAY SOUND, "WHAT SOUND IS THIS?" MAKE SOUND WITH OBJECT, "WHAT SOUND IS THIS?"	STUDENT GIVES CORRECT NAME		10	SOCIAL REINF. AFTER PHASE	NOTHING, BEGIN APPROPR. PHASE OF PREREQUISITE PROGRAM.
1	TAMBOURINE RADIO, PAPER BELL, SANDPAPER	PLACE ALL 5 OBJECTS IN FRONT OF STUDENT.	"WHAT IS THIS?" (POINT TO 1 ITEM) REPEAT FOR ALL 5, 1 AT A TIME.	NAME ITEM CORRECTLY	3	15	SOCIAL REIN EACH CR RESP. PREFERRED REWARD AT END OF PHASE	REPEAT "WHAT IS THIS?" - SAY NAME. STUDENT REPEATS SOCIAL REINF. GIVE LESS VERBAL ASSISTANCE OVER TRIAL (RECORD AMOUNT OF ASSISTANCE GIVEN)
2A	TAMBOURINE, RADIO, PAPER, BELL, SANDPAPER, DIVIDER	PLACE OBJECTS BEHIND DIVIDER. CHANGE POSITION OF OBJECTS EACH TRIAL.	MAKE SOUND WITH 1 ITEM. "WHAT IS THIS SOUND?" LIFT DIVIDER REPEAT FOR EACH ITEM.	STUDENT IDENTIFIES CORRECTLY	3	15	AS ABOVE	REPEAT PHASE. AFTER LIFTING DIVIDER, POINT TO CORRECT CHOICE. IF NECESSARY, SAY NAME. FADE VERBAL ASSISTANCE OVER TRIALS (RECORD) SOCIAL REINFORCE.
B	AS ABOVE	AS ABOVE	MAKE SOUND "WHAT IS THIS SOUND?" GIVE NAME OF SOUND (DO NOT LIFT DIVIDER). REPEAT FOR EACH ITEM.	STUDENT REPEATS NAME	3	15	AS ABOVE	MAKE SOUND, SHOW OBJ. TO STUDENT + GIVE NAME. STUDENT REPEATS. SOCIAL REINF.

SEQUENCE Sounds Identification — Author Helmstetter — Page 2 of 4

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
C	AS ABOVE	AS ABOVE	SAME, BUT GIVE ONLY PORTION OF NAME: A)TAMBOR B)RAD C)BEL D)SANDPA E)PAP	STUDENT GIVES NAME	3	15	AS ABOVE	REPEAT PHASE AND GIVE FULL NAME OF OBJECT, STUDENT REPEAT, SOCIAL REINF.
D	AS ABOVE	AS ABOVE	SAME, BUT FOLLOWING ASSISTANCE A)TAMB B)RA C)BE D)SAND E)PA	AS ABOVE	3	15	AS ABOVE	REPEAT PHASE AND GIVE THE VERBAL ASSIST. GIVEN IN 2C. SOCIAL REINF.
E	AS ABOVE	AS ABOVE	SAME WITH FOLLOWING ASSISTANCE: A)TAM B)- C)- D)SAN E)-	AS ABOVE	3	15	AS ABOVE	REPEAT PHASE GIVING PHASE 2D VERBAL ASSIST., SOCIAL REINFORCER.
F	AS ABOVE	AS ABOVE	SAME, BUT NO VERBAL ASSISTANCE	AS ABOVE	3	15	AS ABOVE	AS ABOVE
3A	5 RECORDED SOUNDS:DOG, CAR HORN,SIREN, WHISTLE,RUNNING WATER. 5 PICTURES: CAR,FIRETRUCK, WHISTLE,DOG, RUNNING WATER	PLACE PICTURES BEFORE STUDENT.	PLAY ONE SOUND,"WHAT SOUND IS THIS?" REPEAT FOR EACH SOUND	POINTS TO CORRECT PICTURE AND SAYS NAME.	4	20	AS ABOVE	REPEAT PHASE + GIVE NAME.STUDENT REPEATS. SOCIAL REINF. FADE VERBAL ASSIST. OVER TRIALS(RECORD).

SEQUENCE: SOUNDS IDENTIFICATION — Author HELMSTETTER — Page 3 of 4

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
B	AS ABOVE	DO NOT PUT PICTURES IN FRONT OF STUDENT	AS ABOVE	GIVES CORRECT NAME	4	20	AS ABOVE	REPEAT PHASE + SHOW THE PICTURE. SOCIAL REINFORCE
4A	5 RECORDED SOUNDS	AS ABOVE	PLAY SOUND. "WHAT SOUND IS THIS?" GIVE NAME OF SOUND. REPEAT FOR EACH SOUND	AS ABOVE	4	20	AS ABOVE	REPEAT PHASE AND GIVE NAME. STUDENT REPEAT SOCIAL REINF.
B	AS ABOVE	AS ABOVE	PLAY SOUND. "WHAT SOUND IS THIS?" FOLLOWING VERBAL ASSISTANCE: A) CA B) FIRE C) WHIS D) DO E) WA	AS ABOVE	4	20	AS ABOVE	AS ABOVE
C	AS ABOVE	AS ABOVE	PLAY SOUND. "WHAT SOUND IS THIS?" GIVE FOLLOWING VERBAL ASSISTANCE: A)- B)FT C)WH D)- E)-	AS ABOVE	4	20	AS ABOVE	REPEAT PHASE AND GIVE FOLLOWING VERBAL ASSISTANCE: A)CA B)FIRE C)WHIS D)DO E)WA
D	AS ABOVE	AS ABOVE	SAME, BUT NO VERBAL ASSISTANCE	AS ABOVE	4	20	AS ABOVE	REPEAT PHASE AND GIVE PHASE 4B VERBAL ASSISTANCE.

SEQUENCE: Sounds Identification

Author Helmstetter

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
5	CONDUCT PRE-TEST	AS ABOVE	AS ABOVE	AS ABOVE	2	20	AS ABOVE	REPEAT PHASE AND GIVE VERBAL ASSISTANCE FADE OVER TRIALS (AND RECORD), SOCIAL REINFORCER.

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Visual Memory **Draft #** 3

Author(s): James E. McCormack

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual X, ~~xx~~ group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to retrieve six identical shapes presented two at a time and placed five feet away from him, following a five second visual demonstration of a matching shape on verbal command and without assistance.

2. Statement of need/relation to long term goal: this task relates to the development of visual motor perception(copying,recall and reproduction)skills.

3. Prerequisite skills:
   a. visual acuity
   b. visual discrimination
   c. maintain attention for up to five minutes
   d. ambulatory

4. Materials required:
   2 toy cowboys(blue)
   1 toy cowboy(red)
   2 red pegs
   1 green peg
   2 yellow toothbrushes
   1 orange toothbrush
   2 sets of 6 shapes each, all in same color and approximate size
   circle triangle octagon
   square star hexagon

5. Means of initial assessment: pre-test(see sequence record).

6. Reward/reward schedule: this sequence is designed to use token and social reinforcers; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for rewards schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 12 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. use visual memory skill in group activities
   b. conduct phase 12 as a post-test once every month for four months and once every 3 months for one year.
   c. work on tasks involoving 2-step commands.

SEQUENCE Visual Memory

Author James E. McCormack Page 1 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	2 SETS OF 6 SHAPES: CIRCLE, STAR, TRIANGLE, HEXAGON, OCTAGON SAME COLOR AND SAME SIZE	PLACE ONE SET OF CARDS ON TABLE 5 FT. AWAY FROM WHERE TEACHER + STUDENT ARE SITTING. PUT OTHER SET IN LAP OR ON FLOOR (OUT OF VIEW OF STUDENT)	SHOW STUDENT 2 SHAPES FOR 5 SECONDS, SAY: "GO GET THESE SHAPES"	GOES TO TABLE GETS THE MATCHING SHAPES	3	9	GIVE SOCIAL PRAISE AND PREF. REINFORCER	SAY NOTHING
1A	2 TOY COWBOYS (BLUE) 2 PEGS (RED) 2 TOOTHBRUSH (YELLOW)	STUDENT SITS ACROSS TABLE FROM TEACHER PLACE 1 EACH: COWBOY, PEG, TOOTHBRUSH ON TABLE IN FRONT OF STUDENT. PLACE OTHER SET OUT OF THE VIEW OF THE STUDENT	HOLD UP ONE ITEM- "GIVE ME THIS."	MAKE CORRECT MATCH FROM ITEM ON TABLE	4	12	AS ABOVE	"NO, I WANTED THIS." DEMONSTRATE HOW THEY ARE THE SAME.
1B	AS ABOVE EXCEPT EACH ITEM IS A DIFFERENT COLOR 1 RED COWBOY 1 BLUE COWBOY 1 RED PEG 1 GREEN PEG 1 ORANGE + 1 YELLOW TTHBRUSH	AS ABOVE	AS ABOVE	AS ABOVE	4	12	AS ABOVE	AS ABOVE

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SEQUENCE: VISUAL MEMORY

Author JAMES E. McMORMACK Page 2 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
2	AS ABOVE	PLACE ONE SET OF OBJECTS ON TABLE 5 FEET AWAY FROM WHERE TEACHER AND STUDENT ARE SITTING PUT OTHER SET OUT OF THE VIEW OF STUDENT	"GO GET THIS FROM THE TABLE" GIVE THE STUDENT THE OBJECT	TAKES SAMPLE TO TABLE, MATCHES AND BRINGS BOTH BACK	4	12	AS ABOVE	TAKE STUDENT TO TABLE, SHOW THE MATCH AND ASK HIM TO BRING THEM BACK TO STARTING PLACE.
3	AS ABOVE	AS ABOVE	"GO GET THIS FROM THE TABLE" SHOW OBJECT FOR 10 SEC. THEN COVER IT	MUST GO TO THE TABLE AND BRING THE OBJECT MATCHING THE ONE SHOWN	4	12	AS ABOVE	AS ABOVE
4	AS ABOVE	AS ABOVE	AS ABOVE EXCEPT ONLY SHOWN 5 SEC.	AS ABOVE	4	12	AS ABOVE	AS ABOVE
5	AS ABOVE	AS ABOVE	"GO GET THESE OBJECTS FROM THE TABLE" GIVE THE STUDENT 2 OBJECTS	GO TO TABLE AND BRING BACK THE 2 MATCHING SETS OF OBJECTS	3	6	AS ABOVE	AS ABOVE
6	AS ABOVE	AS ABOVE	AS ABOVE EXCEPT SHOW 2 ITEMS FOR 10 SEC. AND THEN COVER	AS ABOVE	3	6	AS ABOVE	AS ABOVE
7	AS ABOVE	AS ABOVE	AS ABOVE EXCEPT SHOW 2 ITEMS FOR 5 SEC. + THEN COVER	AS ABOVE	3	6	AS ABOVE	AS ABOVE

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SEQUENCE: VISUAL MEMORY-

Author J.E.McMORMACK Page 3 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
8	2 SETS OF 6 SHAPES: CIRCLE, HEXAGON, SQUARE, OCTAGON, TRIANGLE, STAR, SAME COLOR, SAME SIZE	SAME AS PHASE 3 USING SHAPES INSTEAD OF OBJECTS	AS IN PHASE 3	AS IN PHASE 3	4	24	AS ABOVE	AS ABOVE
9	AS ABOVE	SAME AS PHASE 4 USING SHAPES INSTEAD OF OBJECTS	AS IN PHASE 4	AS IN PHASE 4	4	24	AS ABOVE	AS ABOVE
10	AS ABOVE	AS IN PHASE 5 USING SHAPES INSTEAD OF OBJECTS	AS IN PHASE 5	AS IN PHASE 5	3	9	AS ABOVE	AS ABOVE
11	AS ABOVE	AS IN PHASE 6	AS IN PHASE 6	AS IN PHASE 6	3	9	AS ABOVE	AS ABOVE
12	SAME AS PRE-TEST	----------	----------	----------	3	9	AS ABOVE	AS ABOVE

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Auditory Memory **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: Feb. 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to remember and point to 5 pictures (apple, ball, ice cream cone, book, and pencil), and 5 colors (red, glue, green, yellow, and black) after a 30-second delay accompanied by music as a distractor during which pictures/colors are hidden from view.

2. Statement of need/relation to long term goal: this task helps develop increased ability to attend to a task and to continue auditory processing, despite distractions.

3. Prerequisite skills:
   a. able to recognize pictures
   b. able to recognize colors
   c. auditory discrimination
   d. visual discrimination
   e. able to point to or touch objects
   f. can maintain attention for at least five minutes

4. Materials required: See sequence.

5. Means of initial assessment: conduct phase 14 as a pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right".

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test or getting 90% or better correct on phase 14 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include auditory memory skill in group situations
   b. conduct phase 14 as a post test once every month for four months and then once every three months for a year.

SEQUENCE: AUDITORY MEMORY

Author J.E. McCORMACK Page 1 of 2

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST A	5 PICTURES: APPLE, BALL, ICE CREAM, BOOK, AND PENCIL	ASK STUDENT TO POINT TO OR NAME PICTURES	DROP THE PROGRAM	TO INSURE HE KNOWS THEM; IF HE CAN'T			
PROBE	CONDUCT PHASE 14 AS A PRE-TEST; BASED ON RESULTS PLACE ON APPROPRIATE PHASE						
1	THE 5 PICTURES LISTED ABOVE AND PIECE OF CARDBOARD	PLACE 2 PICTURES ON TABLE, COVER WITH THE CARDBOARD. "POINT TO THE ___."	WAIT 5 SEC. AND UNCOVER THE PICTURE. "POINT TO THE PICTURE I NAMED."	POINT TO APPRO. PIC.	10 TRIALS; 2 OF EACH PICTURE IN RANDOM ORDER	GIVE REWARD	"NO, I ASKED FOR THE ___." POINT TO THE CORRECT CHOICE
2	As Above	AS IN PHASE 1 EXCEPT THERE ARE 3 PICTURES	As Above	As Above	As Above	As Above	As Above
3	As Above	As Above	WAIT 10 SECONDS AND UNCOVER THE PICTURES	As Above	As Above	As Above	As Above
4	As Above	As Above	WAIT 20 SECONDS AND UNCOVER THE PICTURES	As Above	As Above	As Above	As Above
5	As Above	As Above	WAIT 30 SECONDS AND UNCOVER THE PICTURES	As Above	As Above	As Above	As Above
6	As Above	As Above	AS IN PHASE 5 EXCEPT THAT DURING THE 30 SECOND DELAY YOU ASK THE STUDENT HIS NAME	As Above AND WHAT DAY IT IS.	As Above	As Above	As Above

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SEQUENCE: AUDITORY MEMORY

Author J.E. McCORMACK

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
7	As Above	As Above	AS IN PHASE 5 EXCEPT THAT DURING THE 30 SECOND DELAY PERIOD YOU PLAY SOME TYPE OF MUSIC	As Above	As Above	As Above	As Above
PRE-TEST C	5 PIECES OF COLORED PAPER: RED, BLUE, YELLOW, GREEN AND BLACK.	ASK THE STUDENT TO NAME OR POINT TO THE COLORS TO INSURE HE KNOWS THEM; IF HE CAN'T DO IT DROP THE PROGRAM UNTIL HE LEARNS THEM.					
8	As Above	FOLLOW PHASE 1 PROCEDURE EXCEPT USE THE COLOR MATERIALS (SEE PRE-TEST C)					
9	As Above	FOLLOW PHASE 2 PROCEDURE EXCEPT USE THE COLOR MATERIALS (SEE PRE-TEST C)					
10	As Above	FOLLOW PHASE 3 PROCEDURE EXCEPT USE THE COLOR MATERIALS (SEE PRE-TEST C)					
11	As Above	FOLLOW PHASE 4 PROCEDURE EXCEPT USE THE COLOR MATERIALS (SEE PRE-TEST C)					
12	As Above	FOLLOW PHASE 5 PROCEDURE EXCEPT USE THE COLOR MATERIALS (SEE PRE-TEST C)					
13	As Above	FOLLOW PHASE 6 PROCEDURE EXCEPT USE THE COLOR MATERIALS (SEE PRE-TEST C)					
14	As Above	FOLLOW PHASE 7 PROCEDURE EXCEPT USE THE COLOR MATERIALS (SEE PRE-TEST C)					

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Rote Count to 10 **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: June 1974

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual ●, small group ○, class ○ Instruction.

1. Instructional objective: in a one to one tutorial, the learner will be able to rote count(count in order from memory) the numbers 1-10 on verbal command and without assistance.

2. Statement of need/relation to long term goal: this task requires the development of auditory memory, number quantity association, money, quantitative reasoning and basic math skills. This skill helps with prevocational skill development.

3. Prerequisite skills.
   a. auditory discrimination
   b. auditory memory
   c. verbalize numbers 1-10
   d. attention span of 5-10 minutes

4. Materials:none

5. Means of initial assessment:conduct phase 11 as pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence-getting 95% or better correct on the pre-test in less than 3 minutes or getting 90% or better correct on phase 11 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include rote count in group activities
   b. conduct sequence to teach number sequence 1-20.
   c. conduct phase 11 as a post test once every month for four months and then once every 3 months for one year.

SEQUENCE NAME: ROTE COUNT TO TEN

1. TEACHER SAYS..... 1,2,3,4,5,6,7,8,9,10
   STUDENT IMITATES.... 1,2,3,4,5,6,7,8,9,10
   STUDENT SAYS BY SELF

2. TEACHER SAYS..... 1,2,3,4,5,6,7,8,9,
   STUDENT IMITATES.... 1,2,3,4,5,6,7,8,9,
   STUDENT SAYS BY SELF 10

3. TEACHER SAYS..... 1,2,3,4,5,6,7,8,
   STUDENT IMITATES.... 1,2,3,4,5,6,7,8,
   STUDENT SAYS BY SELF 9,10

4. TEACHER SAYS..... 1,2,3,4,5,6,7,
   STUDENT IMITATES.... 1,2,3,4,5,6,7,
   STUDENT SAYS BY SELF 8,9,10

5. TEACHER SAYS..... 1,2,3,4,5,6,
   STUDENT IMITATES.... 1,2,3,4,5,6,
   STUDENT SAYS BY SELF 7,8,9,10

6. TEACHER SAYS..... 1,2,3,4,5,
   STUDENT IMITATES.... 1,2,3,4,5,
   STUDENT SAYS BY SELF 6,7,8,9,10

7. TEACHER SAYS..... 1,2,3,4,
   STUDENT IMITATES.... 1,2,3,4,
   STUDENT SAYS BY SELF 5,6,7,8,9,10

8. TEACHER SAYS..... 1,2,3,
   STUDENT IMITATES.... 1,2,3,
   STUDENT SAYS BY SELF 4,5,6,7,8,9,10

9. TEACHER SAYS..... 1,2,
   STUDENT IMITATES.... 1,2,
   STUDENT SAYS BY SELF 3,4,5,6,7,8,9,10

10. TEACHER SAYS..... 1,
    STUDENT IMITATES.... 1,
    STUDENT SAYS BY SELF 2,3,4,5,6,7,8,9,10

11. TEACHER SAYS
    STUDENT IMITATES
    STUDENT SAYS BY SELF 1,2,3,4,5,6,7,8,9,10

AFTER EACH "TEACHER SAYS" THE COMMAND "COUNT TO TEN" PRECEEDS TEACHER SAYING NUMBERS

INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Number Sequence **Draft #** 1

Author(s): Amanda Chalmers

Date of This Draft: Dec. 1975

Suggested Session Frequency and Length: 3-5 **sessions per week.**
5-10 **minutes per session.**

Sequence Designed for: individual X, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to sequence the number 1-10 in correct order on verbal command and without assistance.

2. Statment of need/relation to long term goal: this pre-academic task relates to the development of fine visual discrimination, number quantity association, money, quantitative reasoning and basic math skills:addition,subtraction,multiplication, and leads into the development of prevocational skills.

3.Prerequisite skills:
   a. rote count to ten
   b. visual discrimination of numbers
   c. attention span of at least five minutes

4. Materials required:
   a. large cardboard(5"x30") square with 10 borders drawn to exact size ot number cards (2"x2").
   b. large cardboard (5"x30") square with 8 borders drawn in 2"x2" squares.
   c. large cardboard (5"x30")square with 6 borders drawn in 2"x2" squares.
   d. large cardboard(5"x30") square with 4 borders drawn in 2"x2" squares.
   e. large cardboard(5"x30") square with 2 borders drawn in 2"x2" squares.
   f. large cardboard (5"x30") square.
   g. 20 number cards(2"x2")square-2 each of the numbers 1-10 written in blk

5. Means of initial assessment: conduct pre-test in sequene record.

6. Reward/reward schedule: this sequence is designed to use social and preferred rewards;however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right." See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 5 minutes or getting 90% or better correct on phase 17 for two consecutive sessions after completing all previous phases.
   b. phase-getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. include number sequence skill in group activities.
   b. conduct phase 17 as a post-test once every month for four months and then once every 3 months for 1 year.
   c. advance to other sequence tasks using letter, words, etc.
   d. advance to other number tasks using cuisinaire rods, etc.

SEQUENCE: NUMBER SEQUENCE

Author A. CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	10 CARDS (2x2) EACH ONE DISPLAYING ONE NUMBER (1-10) WRITTEN IN THICK BLACK INK.	PLACE NUMBER CARDS IN PILE IN FRONT OF STUDENT.	TELL STUDENT TO "PUT THE NUMBERS IN THE CORRECT ORDER, SEQUENCE THE NUMBERS."	LAYS OUT NUMBERS IN A ROW, 1-10 (1,2,3,4,5,6,7,8,9,10) IN THAT ORDER.	1	10	GIVE VERBAL PRAISE	SAY NOTHING.
1	LARGE CARDBOARD (10x12) WITH 10 BORDERS DRAWN TO EXACT SIZE (2x2) OF THE NUMBER CARDS, 20 NUMBER CARDS- 2 EACH OF NUMBERS 1-10.	PLACE CARD IN FRONT OF STUDENT, PUT ONE SET OF NUMBERS 1-10 WITHIN THE BORDERS (IN CORRECT ORDER), PLACE THE OTHER 10 NUMBERS IN PILE IN FRONT OF STUDENT.	AS ABOVE	MATCH THE NUMBERS 1-10 TO THE BOARD IN CORRECT ORDER (PLACE NUMBERS ON TOP OF CORRECT MATCH.	1	10	PRAISE AND PREFERRED REINFORCEMENT	DEMONSTRATE THE CORRECT RESP. PERMIT STUDENT TO MAKE A CORRECT RESP. AND GIVE SOCIAL PRAISE
2	AS ABOVE	DO NOT PLACE THE NUMBER 10 IN THE BORDER.	AS ABOVE	AS ABOVE	1	11	AS ABOVE	AS ABOVE
3	AS ABOVE	DO NOT PLACE THE NUMBERS 9,10 IN THE BORDER.	AS ABOVE	AS ABOVE	1	12	AS ABOVE	AS ABOVE
4	AS ABOVE	DO NOT PLACE THE NUMBERS 8,9,10 IN THE BORDER.	AS ABOVE	AS ABOVE	1	13	AS ABOVE	AS ABOVE
5	AS ABOVE	DO NOT PLACE THE NUMBERS 7,8,9,10 IN THE BORDER.	AS ABOVE	AS ABOVE	1	14	AS ABOVE	AS ABOVE

SEQUENCE Number Sequence — Author A. Chalmers — Page 2 of 3

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
6	AS ABOVE	DO NOT PLACE THE NUMBERS 6,7,8,9,10 IN THE BORDER.	AS ABOVE	AS ABOVE	1	15	AS ABOVE	AS ABOVE
7	AS ABOVE	ONLY PLACE THE NUMBERS 1,2,3,4 IN THE BORDER.	AS ABOVE	AS ABOVE	1	16	AS ABOVE	AS ABOVE
8	AS ABOVE	ONLY PLACE THE NUMBERS 1,2,3 IN THE BORDER.	AS ABOVE	AS ABOVE	1	17	AS ABOVE	AS ABOVE
9	AS ABOVE	ONLY PLACE THE NUMBERS 1,2, IN THE BORDER.	AS ABOVE	AS ABOVE	1	18	AS ABOVE	AS ABOVE
10	AS ABOVE	ONLY PLACE THE NUMBER 1 IN THE BORDER	AS ABOVE	AS ABOVE	1	19	AS ABOVE	AS ABOVE
11	AS ABOVE	DON'T PLACE ANY NUMBERS IN BORDER.	AS ABOVE	AS ABOVE	1	20	AS ABOVE	AS ABOVE
12	LARGE CARDBOARD WITH 8 BORDERS DRAWN TO EXACT SIZE (2x2) OF THE NUMBER CARDS, EACH ONE OF NUMBERS 1-10.	PLACE CARD IN FRONT OF STUDENT, PLACE 10 CARDS IN PILE IN FRONT OF STUDENT.	AS ABOVE	LAY ALL 10 CARDS ON BOARD IN CORRECT ORDER, 1,2,3,4,5,6,7,8,9 10.	1	10	AS ABOVE	AS ABOVE

SEQUENCE: NUMBER SEQUENCE

Author A CHALMERS

PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI	TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
13	LARGE CARD-BOARD WITH 6 BORDERS	AS ABOVE	AS ABOVE	AS ABOVE	1	10	AS ABOVE	AS ABOVE
14	LARGE CARD-BOARD WITH 4 BORDERS.	AS ABOVE	AS ABOVE	AS ABOVE	1	10	AS ABOVE	AS ABOVE
15	LARGE CARD-BOARD WITH 2 BORDERS.	AS ABOVE	AS ABOVE	AS ABOVE	1	10	AS ABOVE	AS ABOVE
16	LARGE PIECE OF CARD-BOARD.	AS ABOVE	AS ABOVE	AS ABOVE	1	10	AS ABOVE	AS ABOVE
17	SAME AS PRE-TEST.							

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INSTRUCTIONAL SEQUENCE COVER SHEET

Sequence Name: Word-Object Association **Draft #** 2

Author(s): James E. McCormack

Date of This Draft: June 1973

Suggested Session Frequency and Length: 3-5 **sessions per week.**
7-10 **minutes per session.**

Sequence Designed for: individual X, small group O, class O Instruction.

1. Instructional objective: in a one to one tutorial the learner will be able to associate one word cards with the appropriate object upon verbal command and without assistance.

2. Statement of need/relation to long term goal: this task requires the development of visual association skills. This task is a prerequisite for more advanced visual and cross model associations.

3. Prerequisite skills:
   a. recognize the objects used
   b. recognize the words used
   c. visual discrimination
   d. fine motor control
   e. attention span of 5 to 10 minutes

4. Materials required:
   a. objects: candy, telephone, comb, book, spoon, hat, crayon, ball, pencil, and shoe
   b. words matching objects in "a" printed in black on 1x6" cards (one word per card).

5. Means of initial assessment: conduct phase 8 as the pre-test.

6. Reward/reward schedule: this sequence is designed to use token and social rewards; however other rewards can be used and in such cases should be indicated in the sequence record column "What You Do If He Does It Right". See sequence for reward schedule.

7. Sequence and phase criteria:
   a. sequence- getting 95% or better correct on the pre-test in less than 10 minutes or getting 90% or better correct on phase 8 for two consecutive sessions after completing all previous phases.
   b. phase- getting 90% or better correct for two consecutive sessions.

8. Maintenance activities:
   a. conduct this task in group situations
   b. advance to word/picture association task.

SEQUENCE: WORD-OBJECT ASSOCIATION

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULI TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
PRE-TEST	CONDUCT ONE SESSION OF PHASE 8						
1A	OBJECTS-CANDY TELEPHONE, COMB, BOOK, SPOON, HAT, CRAYON, BALL, PENCIL, SHOE	HOLD UP EACH OBJECT	"WHAT IS THIS?"	NAME OBJECT	2 TRIALS EACH IN RANDOM ORDER 20	TOKEN AND SOCIAL PRAISE	"NO" TELL OR ASK TO REPEAT FOR WHICH HE RECEIVES SP
1B	PRINTED WORDS CORRES. TO ABOVE LIST	HOLD UP EACH WORD	"WHAT DOES THIS SAY"	NAME WORD	2 TRIALS EACH IN RANDOM ORDER 20	AS ABOVE	AS ABOVE
2	OBJECTS AND PRINTED WORDS LISTED ABOVE	PUT 2 ITEMS OUT, HOLD UP WORD CORRES. TO ONE OF THOSE ITEMS	"GIVE ME WHAT THIS WORD SAYS"	GIVE OBJECT CORR. TO WORD	2 TRIALS OF EACH WORD-CHANGE CHOICE EACH TRIAL 20	AS ABOVE	AS ABOVE
3	AS ABOVE	PUT 3 ITEMS OUT, HOLD UP WORD CORRES. TO ONE OF THOSE ITEMS	AS ABOVE	AS ABOVE	1 TRIAL OF EACH WORD CHANGE CHOICE EACH TRIAL 10	AS ABOVE	AS ABOVE
4	AS ABOVE	PUT 5 ITEMS OUT, HOLD UP WORD CORRES. TO ONE OF THOSE ITEMS	AS ABOVE	AS ABOVE	AS ABOVE 10	AS ABOVE	AS ABOVE
PROBE	CONDUCT ONE SESSION OF PHASE 8						

SEQUENCE: WORD-OBJECT ASSOCIATION

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PHASE	MATERIALS	WHAT YOU DO WITH THE MATERIALS	WHAT YOU DO AND SAY	WHAT THE LEARNER DOES	PRESENT EACH STIMULUS: TOTAL TRIALS	WHAT YOU DO IF HE DOES IT RIGHT	WHAT YOU DO IF HE DOES IT WRONG
5	As Above	PUT 2 WORDS OUT, HOLD UP OBJECT CORRES. TO ONE OF WORDS	GIVE ME THE WORD THAT CORRES. TO THIS OBJECT	GIVE WORD CORR. TO IBJECT	2 TRIALS EACH IN RANDOM ORDER 20	As Above	As Above
6	As Above	PUT 3 WORDS OUT, HOLD UP OBJECT CORRES. TO ONE OF WORDS	As Above	As Above	1 TRIAL OF EACH WORD CHANGE CHOICE EACH TRIAL 10	As Above	As Above
7	As Above	PUT 5 WORDS OUT, HOLD UP OBJECTS CORRES. TO ONE OF WORDS	As Above	As Above	As Above 10	As Above	As Above
8	OBJECTS + PRINTED WORDS LISTED ABOVE	ALL OBJECTS AND WORDS ON TABLE	HOLD UP ANY WORD OR OBJECT ON TABLE. "GIVE ME THE____THAT CORRES. TO THIS."	GIVE THE CORRECT WORD OR OBJECT	1 TRIAL OF EACH MATCH 5 WORDS 5 OBJECTS 10	As Above	As Above

APPENDIX A: SPECIFIC TEACHER COMPETENCIES

1. the ability to indicate strengths/weaknesses of various informal assessment devices.

2. the ability to construct informal assessment devices for the assessment of specific skill areas.

3. the ability to determine appropriate educational objectives from assessment results.

4. the ability to design and construct instructional sequences to achieve specific objectives.

5. the ability to task analyze objectives with regard to specific behavioral components.

6. the ability to select teaching strategies appropriate to individual student's needs.

7. the ability to select appropriate instructional materials according to learner characteristics.

8. the ability to select appropriate procedures for determining primary and secondary reinforcers.

9. the ability to score and chart learner's performance.

10. the ability to modify instructional sequences based on empirical data.

11. the ability to develop activities to maintain skills generated in tutorial settings.

12. the ability to implement a classroom communications circuit.

13. the ability to train volunteers to participate in programmed tutoring.

14. the ability to select/implement various classroom behavior management strategies.

15. the ability to work with parents in implementing home/school objectives.

APPENDIX B: INFORMATION ON THE AREA LEARNING RESOURCE CENTERS

ALRC COMPONENTS

THE NATIONAL CENTER ON EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED
The Ohio State University
220 West 12th Avenue
Columbus, Ohio 43210

(614) 442-7596

SPECIAL OFFICE FOR THE VISUALLY IMPAIRED
American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, Kentucky 40206

(592) 895-2405

SPECIAL OFFICE FOR THE DEAF AND HARD OF HEARING
University of Nebraska
175 Nebraska Hall
Lincoln, Nebraska 68508

(402) 472-2141

SPECIAL OFFICE FOR MATERIALS DISTRIBUTION
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

(812) 337-2853 (Audio-Visual Center Main Office)
(812) 337-1511 (Circulation Department SOMD)

SPECIAL OFFICE THREE
467 Wisconsin Research and Development Center for Cognitive Learning
1025 West Johnson Street
Madison, Wisconsin 53706

(608) 263-7851

NORTHEAST AREA LEARNING RESOURCE CENTER
384 Stockton Street
Hightstown, New Jersey 08520

(609) 443-5758

MASSACHUSETTS ALRC COORDINATOR
Ms. Anne Connolly
Division of Special Education
182 Tremont Street
Boston, Massachusetts 02111

(617) 426-9603

LOOKING AT THE NEW BEH MEDIA AND MATERIALS RESOURCES PROGRAM

As of September 1, 1974, a restructured program of media and materials support services was initiated by the Bureau of Education for the Handicapped, Learning Resources Branch (BEH/LRB).

The National Center on Educational Media and Materials for the Handicapped (NCEMMH) is a major unit within the learning resources program. In addition to NCEMMH, there are four Specialized Offices (SO's) and thirteen Area Learning Resource Centers (ALRCs). NCEMMH and the four specialized offices have national roles and responsibilities, while the thirteen ALRCS have regionalized roles and responsibilities. This program, which is collectively referred to as the ALRC/SO/NCEMMH network, complements a separate but related BEH/LRB program of regional resource centers which have a mission related to identification of, educational diagnosis of, and prescription for handicapped students.

The ALRC/SO/NCEMMH program is designed to interface with state and local media/materials programs and to provide supportive services to those programs so that the following general goals may be achieved:

1. Where appropriate materials do not exist to meet the needs of handicapped students -- needed materials can be made available through adaptation/modification of existing materials and/or development of new materials to meet identified student needs.

2. Where users of materials are not aware of existing materials that will meet the needs of the handicapped -- information about relevant and usable materials and media will be made available to the potential user.

3. Where users know about the availability of existing materials that will meet needs of handicapped students, but do not have physical access to these materials -- materials will be made accessible on a convenient basis.

4. Where materials are accessible but the potential user does not know how to use them effectively -- users will have access to information and assistance in the use of materials.

AREA LEARNING RESOURCE CENTERS

Area Learning Resource Centers (ALRCs) have a broad mission to assist states in the development of media and materials support services within their client states. Several categories of work are carried out in fulfilling the ALRC mission:

a. Assisting the states in stimulating and developing local level, intermediate level, and state level materials center services.

b. Providing technical assistance to State Education Authorities (SEAs) in the state's planning of materials services.

c. Consulting with state and local agencies on the utilization of special education materials and educational technology.

d. Assisting in conducting media and materials conferences and workshops.

e. Facilitating the dissemination of information about child-use instructional materials to recipients designated by the SEAs.

f. Providing human resources to reinforce the state staff in the media, materials, and educational technology area.

g. Acting as a linking agent between the needs for materials information and materials loan, and the NCEMMH/SO resources designed to meet such needs.

In carrying out its work, an ALRC serves primarily as a technical assistance resource to the SEA and SEA-related agencies as the state assists local or intermediate materials service agencies. ALRC services are not designed to displace or compete with state, intermediate, or local materials-related services. ALRC services to any state are planned and carried out in cooperation with relevant state authorities.

In addition to promoting the development of state and intra-state media and materials services, ALRCs have a second mission -- to promote training of teachers in the selection and utilization of special education instructional materials. In this mission area, ALRCs carry out the following types of work:

a. Identifying needs of teachers for training in utilization of media, materials, and educational technology.

b. Making agencies that have direct training responsibility aware of the training needs of teachers, and providing consultation to such training agencies to assist in meeting the needs.

c. Locating available training programs and materials which can meet the identified needs for media and materials-related training.

d. Designing needed media-related training materials and funding their development.

e. Describing available media-use training materials for inclusion in the National Instructional Materials Information System (NIMIS), which is to be operated by NCEMMH. (NIMIS is expected to be in operation by Autumn, 1975).

Although each ALRC is responsible for activity in the above areas, the ALRC is not intended to be a heavily training-oriented center. It is intended that the ALRC will provide facilitative and supportive services which will assist local and other training agents and institutions to respond to the training needs of special educators in relation to instructional media and materials production, selection, and utilization.

The orientation of the ALRC scope of work represents an explicit recognition that the media/materials-related needs of handicapped students, as reflected in the goals of the program, can be met only through the mutually supportive efforts of various agencies.

NCEMMH AND THE FOUR SPECIALIZED OFFICES

The National Center and the Specialized Offices provide nationally centralized and single-system support services. In general, these services are available to the states and state clients through the ALRCs.

NCEMMH carries out the following types of functions:

a. Assists in the identification of needs for child-use instructional materials.

b. Assists in arranging for commercial or non-commercial distribution of newly developed child-use and teacher training materials.

c. Operates the computer-based National Instructional Materials Information System (NIMIS) as a resource to ALRCs in responding to information requests.

d. Provides coordinating services to ALRCs and Specialized Offices.

Three of the four Specialized Offices have common scopes of work but are differentiated by their unique focus on handicapping conditions.

Specialized Office One (S1), located at the American Printing House for the Blind, focuses on the visually handicapped category.

Specialized Office Two (S2), located at the University of Nebraska, focuses on the hearing impaired category.

Specialized Office Three (S3), located at the University of Wisconsin, has a broader focus -- all other handicapping conditions.

Each of these Specialized Offices has a national responsibility within the ALRC/SO/NCEMMH program to develop or adapt child-use instructional materials to meet identified needs of their respective service populations and to determine those existing materials that are usable with these students.

Those materials which are identified as usable for handicapped students will be described in NIMIS. Those materials which are modified, adapted, or developed and tested by S1, S2, or S3 will be entered into distribution channels by, or with assistance from NCEMMH.

Specialized Office Four (S4), located at the University of Indiana, is unique among the Specialized Offices in that its specialization is by function rather than exceptionality. The S4 mission is to deliver, on a loan or rental basis, those materials which are selected and described by S1, S2, and S3 and entered into NIMIS. In addition to operating this basic circulating collection of materials as a backup service for state and local materials centers, S4 has the prime contractual responsibility for operating the depositories of captioned educational films for the deaf.

HOW TO USE THE ALRC/SO/NCEMMH SYSTEM FOR SERVICES

How can I get information about existing instructional materials?

The ALRC/SO/NCEMMH program is designed to help state and local programs as they the needs of teachers and students. Local users should contact their local service centers. When local resources cannot meet the need for information, the local centers may contact state or ALRC programs for assistance. The ALRC serves as the agency for access to NIMIS, the national support system for materials information. Specifics for obtaining services may vary from state to state as a function of the ALRC-state agreement.

How can I get physical access to materials described in NIMIS?

The ALRC which serves your state is the agent of access to materials in the collection at Specialized Office Four. (This collection contains the materials described in NIMIS.) The ALRC may designate other agencies to access materials directly.

Contact your local materials service center with the request to borrow or rent materials from S4. Your local center may contact the ALRC, which will insure proper coordination of the request through agreed upon within-state channels. If you do not know the location of your local materials service center, contact the ALRC in your region for assistance.

Specialized Office Four circulates media competency training materials and child-use instructional materials. Training materials, when their use is authorized by the ALRC, are provided at no cost. When not so authorized, a fee is charged.

Child-use materials are provided for examination at no cost when an evaluation form is completed and returned by the user. Loan charges are assessed for actual classroom use or when the material is used for an extended period.

Where can I get assistance in utilizing available instructional materials?

It is expected that this type of assistance remains a local service. The ALRC will provide assistance (consultation, conferences, workshop participation, etc.) only within the context of a plan developed in concert with State Education Authorities. The mechanisms of such service vary from state to state. In general, the ALRC expects to help the state provide such services.

Is assistance available in developing a reliable distribution source for a prototype material?

Yes, contact NCEMMH. NCEMMH first reviews such materials (or the plans for such materials) to determine (a) whether the Center will assume an advocacy role for the materials, and (b) the nature and extent of such advocacy. NCEMMH can assist in arranging commercial or non-commercial distribution. NCEMMH will not finance the free distribution of materials, but will assist in arranging for such free distribution if a sponsor can be found.

Is assistance available in planning and developing local materials support services for the handicapped?

Yes, local education agencies may contact their ALRC directly. The ALRC will coordinate its services with the state education agency.

Where can I get information about training programs and materials related to the use of media and materials?

Contact your local resource center. If local resource centers are unable to provide the needed information, they are able to call upon the resources of the ALRC/SO/NCEMMH program. The ALRC is the agency for access to information included in the National Instructional Materials Information System.

What other types of materials related services are available?

Because ALRC programs are developed in cooperation with the state education agency (and in some cases are operated by a state department of education), the specific services are variable from state to state. Contact your ALRC. The ALRC can explain what services are available and how they may be obtained.

APPENDIX C: COMPONENT ALTERNATIVES

Sequence Component Alternatives

1. skill to be demonstrated: these skills, which can be displayed with various materials, are taken from the Objectives Matrix.

2. material to be manipulated: for the learner to display a skill one of these materials must be used.

3. cues or aids to be used: by manipulating aids there are various ways to assist the learner to acquire skills These aids can consist of such things as verbal instruction, samples of the completed product, color cues, etc.

4. learner receptive mode: how will the learner receive stimulus input. Alternatives include instructions or other stimulus materials presented through hearing, seeing, feeling, etc. Careful consideration must be given when presenting instruction that requires a combining of receptive modes.

5. learner expressive mode: how will the learner be required to respond. Although certain skills are often associated with a special expressive mode, there are sometimes expressive options within a skill, e.g., a learner can "identify" an objective verbally, graphically or visually (sign).

6. material presentation sequence: generally only two sequences are used; the random sequence calls for a non-predictable presentation order within a session (xoxooxxoxox...); the fixed sequence involves a predictable presentation order within a session (xxxoooxxxooo...).

7. time limit on set or session: how long does the learner have to complete the task. The time limit is sometimes applied to each stimulus presentation (set) so that the teacher will know how long to wait before initiating the correction procedure. The session time limit is used when the learner has only to complete one task during the session (putting together a puzzle, completing a worksheet, etc.) and the objective is to speed up performance.

8. correction procedure: what should the teacher do if the learner makes an incorrect or no response. Alternatives include a) telling the learner part of the correct response and asking him to complete the full correct response b) telling the learner the complete correct response and asking him to repeat the correct response c) the same procedure in a & b except a demonstration is used d) verbally talk the learner through the correct response e) provide the learner with a correction key.

9. teacher present: during what percentage of the session is the teacher with the learner.

10. transfer situations: has the learner displayed the skill with various persons, in various locations and at various times of the day.

Learner Determined Component Alternative

1. reward to be used: the reward used as part of the instruction can include almost anything, however, common items include food, drink, verbal praise, physical attention, toys, tokens, etc. Usually the shift should be toward rewards of general application, i.e. praise, tokens, etc.

2. reward priority: each learner has a specific hierarchy of preferred rewards. The priority should be considered when starting difficult tasks, when the learner is not progressing and when skill transfer is being attempted.

3. reward schedule: there are many schedules of reward presentation. Any basic text on behavior modification will present a complete explanation of each potential schedule.

4. reward quantity: the amount of the reward is extremely important especially when the saturation of food, drink rewards is considered.

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